

New Concept
English

for Senior Secondary Schools
Teacher's Guide



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Contents

Introduction	vi
Reading comprehension	xiii
Vocabulary development	xvi
Spoken English	xvii
Grammar	xviii
Writing skills	xx
Detailed analysis of the units	
Unit 1 Bullying in schools	1
Unit 2 The kingdom of Benin	5
Unit 3 History and scientific knowledge	8
Unit 4 The wealthy mare	11
Unit 5 The Casualties	14
Unit 6 Kidnap, ransom and extortion	18
Unit 7 The determined mother	22
Unit 8 Writing English composition	27
Unit 9 Animals plan to overthrow man	31
Unit 10 The joy of victory	34
Unit 11 Graduation speech	38
Unit 12 Stanley meets Mutesa	41
Unit 13 Bad conversation habits	44
Unit 14 The destructive power of anger	48
Unit 15 The unafraid lover	52
Unit 16 The treasure	56
Unit 17 Chimere in search of her roots	60
Unit 18 Covid-19 and lockdown in Nigeria	63
Unit 19 The end of the story	67

A About the book

The **New Concept English for Senior Secondary Schools Book 2** has been designed for teaching and learning the English language at the Senior Secondary Schools level. It offers a solid platform for preparing students for the Senior Secondary Certificate Examination (SSCE) in English language. It is based on the contents and requirements of the NERDC curriculum for English language learning at the Senior Secondary level.

A meticulous and systematic effort has been made to teach the four basic language skills, namely listening, speaking, reading and writing in the book. That is why concerted attention has been paid to the reading content and language exercises in the book. The need for students to communicate functionally has also been taken care of.

B Main features of NCE SSS 2

- i) Language use has been underscored through adequate Oral English components which describe the sounds and illustrate the use through practical exercises.
- ii) Reading and listening comprehension passages have questions and answers based on WAEC, NECO, and JAMB/UTME examination syllabuses.
- iii) The vocabulary sections are enhanced with curriculum-tailored expressions, word inference, idioms and registers of technical words.
- iv) NCE 2 includes well-explained, illustrated and an adequately exemplified guided composition programme.
- v) Group and pairs work has been integrated into class activities to give learning a boost.
- vi) The exercises are rich, adequate and multi-dimensional to expose the students to likely examination or out-of-class experience.
- vii) There is an evaluative section in the appendices on holiday assignments to keep the students busy during vacations and also refresh their memory on the previous term's work.
- viii) The book also has a self-explanatory, comprehensive and adequately evaluated grammar section in every unit which is meant to complement other skills learnt in each unit.

General guidelines on:

Reading skills

1 Reading for main gists

- a) Instruct the students to read the passage with moderate speed, looking for the main idea or purpose of the passage, or the intention of the writer.
- b) Main points or gist should be expressed in a few words or in a sentence for easy understanding.

2 Reading strategies

- a) Tell the students to **cross-check** one cue with another while reading.
- b) Ask them to **re-read** when the comprehension of a specific area of the passage is difficult or muddy.
- c) Students should be able to **predict and confirm** what will happen next in a passage.
- d) Students can **skip, read on or go back** when an unfamiliar word is encountered, although context can sometimes be used to decode the meaning of unfamiliar expressions/ words.
- e) Tell the students to **connect** background knowledge to the information in the text.
- f) Students should be told that in a reading passage, some information may not be openly stated, while some can easily be interpreted. Hence, tell the students to **think about explicit information** and **draw conclusions**.
- g) Students should **stop to review** a longer text, thinking over what has happened so far in the story.

3 Note-making

- a) Instruct the students to get a sheet of paper each time they read to make notes on the content.
- b) Good notes should be brief, containing only the essential elements in a passage.
- c) Notes could be sub-categorised for easier location and understanding.
- d) Students may not need to complete sentences in notes. They could use abbreviations sensibly.
- e) Notes should be organised sequentially and numbered.

4 Reading for implied meaning

- a) In this type of reading, the reader fills some gaps in explanation that the writer has left. The reader is expected to bring bits of information together to arrive at a complete meaning of the message.
- b) Instruct the students to read for implied or unstated meaning by:
 - i) asking questions such as *Where? Why? When? How?*
 - ii) looking for expressions that have double meanings or are proverbial in nature, such that the understanding of what the writer is saying in the passage is not so easy.
 - iii) linking ideas as they read with the writer's line of development of the story.
 - iv) making use of their background knowledge by relating it to what is happening in the passage.
 - v) drawing logical conclusions from events using universal principles of reasoning, e.g. if a writer says someone inserted his hand in very hot water but he did not get an injury, then the law of logic should make the reader conclude that the person might be wearing something on his hand to protect him from the hot water.
- c) Instruct the students to watch out for certain words or expressions that signal to readers that what follows the expression or word is implied. Such expressions are:
 - It means that...
 - We can, then, say that ...
 - We can deduce that ...
 - This suggests that ...
 - It implies that ...
 - We can conclude that ...

5 Reading for critical evaluation

- a) This is the reader's ability to make careful judgments about how good or bad a person, an idea, a situation, a law, etc. is. Reading for critical evaluation tests a reader's ability to detect facts, opinions, logic, consistency, or illogicality in a passage.
- b) Instruct the students to critically or analytically determine the appropriateness or inappropriateness of given situations or ideas, or actions. For example, the following question tests for critical evaluation:

In your opinion, do you think the action of the judge was appropriate or what?

Give reasons for your answer.

- c) In reading for critical evaluation, tell the students to ask the following questions while reading a passage:
 - i) Are there overstatements or understatements?
 - ii) Are the facts correct?
 - iii) Are facts and opinions mixed?
 - iv) Is any information left out?
 - v) Are there elements of bias in the passage?

6 Reading to paraphrase

- a) This is an important skill in summary writing. In paraphrasing, a writer recasts a passage or substance in a shorter, clearer, or different way, using his or her own words.
- b) To paraphrase, instruct the students to:
 - i) Use synonyms judiciously.
 - ii) Use passive construction to change active structures to passive ones.
 - iii) Use umbrella words – words that capture the meaning or essence of many other words, e.g. the word *cars* captures the meaning of Toyota, Honda, Ferrari, Volkswagen, Hyundai, Ford and Mercedes Benz.
 - iv) Make the paraphrase shorter and simpler than the original.

7 Reading to identify the topic sentence

- a) A topic sentence is one which gives the summary or gist of what the paragraph is about. It says in one sentence, what the paragraph discusses.
- b) Tell the students that topic sentences appear:
 - i) usually in the first or second sentence of a paragraph.
 - ii) in the middle of the paragraph.
 - iii) rarely at the end of a paragraph.
- c) Instruct the students to read the paragraph thoroughly and remove all examples, instances and illustrations before determining which other sentence is the topic sentence in the paragraph.
- d) Tell the students to read a paragraph first and mentally determine what exactly the paragraph is about. Then, they can search for that sentence which gives the main idea about the paragraph.
- e) Let the students know that, sometimes, a paragraph that fuses two main issues together will automatically have two topic sentences.

A How to use this course

I General

New Concept English for Senior Secondary Schools has been written with the main aim of developing in the students the four basic learning skills of speaking, reading, writing and listening. A good grasp of a language demands that all these basic skills be taken into crucial consideration in the development of a curriculum for the subject. A defect suffered by students in one of these skills may have serious academic and practical repercussions. Hence, it is the duty of the teacher to ensure that no part of these skills is neglected or weakly treated.

The teacher may find that the course is an admixture of complex and mid-level exercises, passages, and explanations. Hence, it is the duty of the teacher to simplify difficult areas so as to assist the 'middle-of-the-road' learners. The teacher should also employ a variety of teaching strategies in the class to help students.

II Structure of the Student's Book

The scheme of work at the opening pages of the series gives a good idea of how the units are arranged. Some units may take more time than others because of the length and structure of individual components. The teacher should use their initiative to ensure that lessons are taught within the periods allocated for them on the timetable.

Each of the nineteen units in the book is divided into a number of sections. Each section focuses essentially on one aspect of the English language curriculum—either a skill aspect such as reading, listening, or writing, or a language area such as grammar or vocabulary development. This integrated approach engenders simultaneous learning of the curriculum contents.

III Timing

Most periods allotted to English language are usually less than one hour per period. This may act as a constraint on the coverage of the content in the lesson plan. However, the teacher should ensure that the essential ingredients of any course content are taught to students first. Where some exercises cannot be covered in class, part can be given as homework. The teacher may even ask students to read some of the passages or do some groundwork about the content of the composition exercise from home. For example, difficult words that student are likely to meet in comprehension passages may be given as homework, so that understanding a text piece in class would not be a problem to students.

IV Homework

Homework can be made an effective tool for language learning. Hence, teachers should make homework an essential part of the learners' studying schedule. In fact, some students may learn better when doing homework because the teacher's speed in class may make some topics difficult. Homework ensures that practice makes perfect. However, teachers need to consider the amount and types of homework that they give students in class before they tackling tasks at home. Homework may be too complex to do if the rudimentary knowledge towards tackling it is not grasped properly by the students.

Teachers should give homework for the following reasons:

- 1 Preparation for next class.
- 2 Revision of work done in the day's or preceding lessons.

- 3 Consolidation and practice of work done in that day's class.
- 4 Extension of language knowledge.
- 5 Further skill practice.
- 6 Acquisition of further language from extension reception skills.
- 7 Finishing off class work or saving class time for interactive activities.
- 8 Allowing learners to work at their own pace.
- 9 Allowing students to practise more complex but likely examination exercises.
- 10 As a diagnostic instrument to identify loopholes in students' knowledge.
- 11 As a useful way for students to discover their own weaknesses.

When homework is too difficult, students are frustrated, and the purpose of the homework is flatly defeated. Hence, assignments should be moderate in complexity but sophisticated in simplicity. Here are some suggestions on the type of homework that is most appropriate:

1 **Reading**

Students may be asked to read a passage in advance and find out the meaning of certain words, phrases, and concepts. Ensure that the students study the section labelled, Before you read. You can ask students to do the exercise or answer the questions under this part.

2 **Vocabulary**

Some vocabulary questions need intensive dictionary consultation. So, teachers may need to give them as assignment. However, some students are fond of copying vocabulary answers from the dictionary. So, teachers should be careful with such students. Encourage the students to use words in their own sentences rather than just copying from the dictionary.

3 **Writing**

One of the fruitful areas for homework is developing writing skills. Students need to practise how to plan or write outlines for compositions. By giving them writing exercises for homework, the skills of preparing a first or second draft before the final copy could be developed in the students. Argumentative essays are also good for homework.

B Continuous assessment

Continuous assessment gives students a constant stream of opportunities to display their mastery of course material. This leads to reduced anxiety that surrounds examinations, and increases the emphasis on the learning itself. The focus, therefore, shifts from superficial competition with other students to genuine understanding and personal learning goals. Over-reliance on the traditional two-hour or three-hour examination becomes reduced.

Assessment should be holistic through employing multiple assessment procedures or tools. It should also be valid, reliable, and integrated with the curriculum.

Teachers may have the belief that one or two assessments may be inefficient to test the students. This is a wrong notion. Continuous assessment is an ongoing activity. The semantics of the word 'continuous' says 'continuing to happen or exist without stopping or without interruption'. This means that teachers should give continuous assessments to students on a regular basis, possibly after each lesson taught. However, it should be positively motivating by being fair to the students. How? Teachers should not

make it too simple or ordinary. It should be recorded so that students will be motivated and regard it as a tool of academic progress.

In the New Concept English, continuous assessment is taken care of by means of the following strategies:

- 1 Regular as well as examination standard exercises in oral English, grammar, and vocabulary.
- 2 Theoretical and practical-oriented composition exercises given to the students after showing them two samples: a model composition and a badly-written one. The teacher may find it beneficial to allot marks based on the following:
Grammar (word order, tense, expression, accuracy) – 25%
Vocabulary (appropriateness and scope) – 20%
Planning and organisation (including paragraphing) – 20%
Mechanical accuracy (spelling and punctuation) – 10%
Content – 25%
- 3 Comprehension (reading and listening): rich and objective.
- 4 Test of orals – a plethora of exercises abound in New Concept English under oral English. The exercises are based on the requirements of public examining bodies such as WAEC, UTME, and NECO. It is suggested that teachers could also do practical oral assessments of students in terms of pronunciation competence.

C Lesson planning

Failure to plan, as the popular saying goes, is planning to fail. One of the most potent pedagogical tools is the lesson plan. Lessons that are well-planned are more likely to assist students and teachers than those that are not. Effective lesson planning improves the quality of teaching, reduces the amount of stress in the classroom, and serves as a powerful map to guide teachers to their performance objectives. It allows the teachers to know what they want to do. In fact, setting goals and making plans are fundamental life skills. Without planning before a trip, for instance, you could either miss your flight or waste time trying to figure out where to go and what to do.

As useful as a lesson plan is, it must be prepared with an important idea in mind - that students and classes differ in their levels of knowledge and skill. So timing, teaching strategies and class assessment must reflect this critical point. A typical lesson should be varied and never zeroed in mainly on one skill. The following is a **schematic mini-lesson plan** focusing on reading and writing skills – comprehension and summary. The example refers to page 32 of New Concept English for SS 1. (Note: this is not a straitjacket template, for variations are possible.)

AIMS

- a) To identify some reading skills.
- b) To read for facts, meaning, and for critical evaluation.
- c) To summarise the story in a passage.

1 Introduction (5 mins)

The teacher should explain and exemplify the various reading skills such as reading for fact, reading for meaning, and reading for critical evaluation. For example, the following question numbers or figures exemplify these types of reading skills:

Questions a, d and e – reading for facts

Question g – reading for meaning

Questions b, c, reflect and discuss, drawing conclusion – reading for critical evaluation.

2 Reading for facts, meaning and for critical evaluation (15 mins)

The teacher should read the passage aloud to the students. Then, the students should read it silently on their own. The teacher should tell the students that questions testing various reading skills are asked under the comprehension passages. He/She should guide the students to answer the questions (a-g) as well as reflect and discuss (p. 33), and drawing conclusions (p. 34).

3 Summary writing (20 mins)

Revise the tips on summary writing with students and demonstrate it on the board. Tell the students to use their own words as much as possible. Demonstrate this as well.

Chapter 2

Reading comprehension

A Intensive reading skills

We have endeavoured to treat all the reading skills in the curriculum in this course, which include: reading for facts, reading for main and supporting ideas, reading to answer specific questions, reading for tone or mood, and reading for maximum retention and recall.

The reading comprehension passages in the *New Concept English Books 1–3* may be subsumed under the following broad headings:

- 1 Prose narratives about moral virtues and vices
- 2 Biographical accounts
- 3 Law, history and politics
- 4 Medicine and science
- 5 Language use and communication

The passages, as well as the comprehension questions set on them have been designed essentially to teach the following reading skills:

- a) Plain sense reading: This is also called reading through the line. It is the skill of reading and understanding the pure sense of what is written so as to get the factual and exact surface meaning.
- b) Reading for implied meaning: This skill entails drawing genuine inferences or making deductions from what is written to determine the author's tone or the reader's mood. This skill also involves analysing the author's figurative use of language.
- c) Projective reading: This skill involves reading beyond the line, that is, relating the passage to the reader's own values, experience and knowledge. The skill gets the reader to make personal judgements or project the reader's ideas onto what has been read.

Approaches to training in intensive reading

According to Brown (1989), 'intensive reading calls attention to grammatical forms, discourse markers and other surface structure details for the purpose of understanding literal meanings, implications, rhetorical relationships, and the like'. For Long and Richards (1987), intensive reading is a 'detailed class analysis, led by the teacher, on vocabulary and grammar points in a short passage'.

Materials

The materials used in training intensive reading skills are usually short texts about 500 words in length. However, some long narrative texts are used for the sake of completeness of the story. These passages have been chosen for the level of difficulty, and for the level of reading skills that the teacher wants to cover in the course, as well as meeting the requirements of the curriculum.

Activities

Apart from the passage selections, intensive reading activities and questions in *New Concept English* (NCE) have been designed to fulfil the following intensive reading activities:

- a) Looking at main ideas versus details.
- b) Understanding what is implied versus stated.
- c) Making inferences.
- d) Questions for discussion – asked under the label, **Reflect and discuss**. These questions are mainly grouped-based.

Role of the teacher in intensive reading

The following are the roles expected to be played by the teacher during the intensive reading sessions:

- a) The teacher chooses suitable text.
- b) The teacher chooses tasks or activities to develop a particular skill type or a group of skills.
- c) The teacher gives direction before, during and after the reading.
- d) The teacher should prepare the students to work on their own through group discussion or activity-based group tasks.
- e) The teacher should encourage the students through clues and prompts, without giving answers.

Merits and demerits of intensive reading

Merits

- 1 It gives a good foundation towards the study of structure, vocabulary, and idioms.
- 2 It serves as a solid platform for students to develop a greater control of language.
- 3 It assists individual students to learn through various approaches.

Demerit

- 1 There is little time for individual students to actually practise reading aloud.
- 2 It stifles multi-reading abilities in a class where students may need to learn at their own level because everyone in the class is reading the same material.
- 3 The passage may not interest every reader.
- 4 Because assessment and exercise manuals follow intensive reading, students may come to link reading with testing and not pleasure.

Comprehension question format

NCE employs mainly free-response questions with little attention to multiple-choice questions. This is mainly in line with WAEC, SSCE and NECO examinations formats. However, the little attention paid to multiple-choice questions does not mean underestimation of their values in assessments, especially at JAMB's Unified Tertiary Matriculation Examination (UTME). It only means that since most of the failure in WAEC and NECO examinations occur as a result of students' inability to answer free-response questions appropriately and adequately, then it is worth devoting substantial attention to.

B Extensive reading skills

Brown (1989) explains that extensive reading is carried out 'to achieve a general understanding of a text'. According to Long and Richards (1971:216), extensive reading occurs 'when students read large amounts of high interest materials, usually out of class, concentrating on meaning, reading for gist and skipping unknown words'. Some of the major objectives of extensive reading are to build the reader's confidence, enjoyment, and comprehension of main ideas (not for specific details).

However, the following ten characteristics put forward by Day and Bamford (1980) have been identified in successful extensive reading programmes:

- 1 Students read as much as possible.
- 2 A variety of materials on a wide range of topics is available.
- 3 Students select what they want to read.
- 4 The purpose of reading is usually related to pleasure, information and general understanding.
- 5 Reading is its own reward.
- 6 Reading materials are well within the linguistic competence of the students in terms of grammar and vocabulary.
- 7 Reading is individual and silent.
- 8 Reading speed is usually faster rather than slower.
- 9 Teachers orient students to the goals of the programme.
- 10 The teacher is a role model of a reader for the students.

Advantages of extensive reading

- 1 Students develop a 'reading habit'.
- 2 They gain more confidence in reading.
- 3 They improve their attitude towards reading and become more motivated to read.
- 4 They become independent readers, reading for different purposes using varying strategies for different text types.
- 5 They expand sight vocabulary.
- 6 Their background knowledge is expanded.
- 7 They improve overall language competence.
- 8 Extensive reading may be combined with writing or speaking practice in meaningful ways.

In NCE, training extensive reading is engendered through the following kinds of questions:

- i) What action generated the controversy in this passage? (pp.18-19, Bk 1) – Reading for information.
- ii) How does the writer feel about this present war? (pp. 79-80, Bk 1) – Reading for gist.
- iii) What two expressions in the passage show poverty? (pp.100-101, Bk 1) – Reading for gist.
- iv) How does it feel to compose? (p.112, Bk 1) – Survey.

To enjoy the full benefits of extensive reading, students need to be encouraged through proper provision of books in the library. A class library could also be encouraged whereby students can mutually or cooperatively read books through an exchange system.

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Chapter 3

Vocabulary development

In NCE Books 1 – 3, this part of the course has three main aspects:

A **Synonyms and antonyms**

The curriculum is crystal clear on the development of lexical relations in the students, and this has been comprehensively treated in NCE, although with a reasonable bias towards the study of synonyms.

Finding words to replace other words as used in the context of a passage is a recurrent feature of WAEC and NECO examinations. Hence, this is adequately taken care of after each comprehension passage.

B **Register**

Vocabulary development is a process by which learners acquire words. To build their vocabularies, students must learn about the meaning that words convey. One of the most fruitful aspects of vocabulary development is in the variety of language used in specific social, professional, cultural and technical domains. These varieties of language use are called registers. Virtually every unit in the course contains register development exercises. These exercises have been meticulously designed in the form of cloze tests.

C **Dictionary use**

In an L2 learning environment, non-native speakers of a certain linguistic age will need to work on the formation of a vocabulary. A person's vocabulary can be described as the words he/she uses when he/she is talking about a particular subject. NCE has paid critical attention to training and practice in using the dictionary.

Note

It is helpful to instruct students in the use of a special exercise book where they can list new words alphabetically, along with examples of their use.

Chapter 4

Spoken English

The ultimate purpose of teaching spoken English is to produce students who have the communicative competence to use the language with accents that do not impede communication anywhere, and anytime they speak. The following areas have been highlighted in NCE.

- 1 Vowel and consonant sounds.
- 2 Word and sound contrasts.
- 3 Sounds and dialogue practice.
- 4 Word and sentence stress.
- 5 Public speaking - speaking skill.
- 6 Intonation.

Recommended procedure

- 1 Teachers should practise the pronunciation of words with students. The teacher should produce individual sounds, and students should imitate.
- 2 Students should read words and sentences containing vowel and consonant sounds. Pay particular attention to sounds which are not common in West African languages. The teacher can teach such sounds in contrast with familiar or similar ones.
- 3 Practise words in phrases, sentences and dialogues.
- 4 Get the students to learn all vowel and consonant sounds, and let them provide word examples of their own.
- 5 Students should be taught sound contrasts, especially through word and sentence examples or dialogue practice.
- 6 Give the students exercises which are mainly multiple-choices and are meant to test vowel and consonant sound recognition and contrast, as well as stress patterns and consonant clusters.

A General approach

Teaching grammar is a crucial aspect of language teaching, and there are various ways of approaching it. In NCE Books 1 – 3, two general approaches have been employed – deductive and inductive. A deductive approach is one where the teacher directly presents the rule to the learners. An inductive approach is one where the teacher encourages the students to work out the rules for themselves through relevant examples. Grammar remains one of the most important aspects of any language. So, one of the biggest challenges for teachers is how to impart the rules of grammar to students in terms of which model is most appropriate for learners.

B Methodology

Grammar refers to either the inherent structure of words and sentences (morphology and syntax) in a language, or the study and description of this structure as written in grammar books as the rules of the language.

Methodological issues have always given teachers a bit of headache. For this reason, from the pedagogical standpoint, steadfast attention has been paid to two important aspects germane to the learning of grammar. These are *form* and *function*. Form has to do with the structure of words and sentences, while function deals with the use of the particular structure in the scheme of context or convention of language usage, e.g. tense forms and grammatical function of pre-modification, modification and post-modification.

The following approaches are employed in NCE:

a) Graphic presentation of rules and examples

Many grammatical rules are presented in a graphic manner. Pictures and other types of illustrations are employed to make the rules clear to students and to label parts of sentence structures for clarity sake, e.g. the noun phrase as object of preposition on page 31 (Bk 2).

b) Copious and relevant examples and exercises

Examples are invaluable learning tools in the teaching of grammar. The same goes for class exercises. In NCE, grammatical structures and function are explained and properly exemplified and suitably evaluated with various exercises that can present different shades of the topic. Interactive exercises to teach communicative competence also abound in NCE.

c) Broad treatment of content

The topics under grammar are broadly treated so as not to present half-baked knowledge to the

students. Hence, any topic treated is well explained and described so that no crucial aspect is missed.

d) Pair work

One of the potent ways in which the grammar of any language may be acquired is through frequent interactivity in groups or pairs. In NCE, interaction in both groups and pairs is encouraged. In pair work, the whole class splits into pairs and quietly practises dialogues. This allows every member of the class to be actively involved in the practice, as exemplified on pages 45 and 141 (Bk 2).

A Curriculum requirement

The NERDC curriculum for English language learning at the Senior Secondary School level specifies that the following types of writing should be treated in the course of one academic year:

- Composition
- Letter-writing (formal and informal)
- Reports
- Creative writing
- Summary

The curriculum also requires that students should be introduced into the writing process, and this involves the following stages:

- Pre-writing (brainstorming and planning).
- Writing (drafting, redrafting, editing, and writing the final draft).

B General approach

The requirements of the curriculum have been strictly adhered to right from the beginning of NCE in Book 1. This can be seen clearly on page 13, Unit 1, where the lesson on writing begins with the writing processes of drafting, proofreading and submission/publishing, followed by exercises.

The following describes the general approach employed in NCE Books 1 – 3 to develop the writing ability in the students:

- 1 **Grammatical competence** – Grammar is the building block of any language. Hence, efforts are made to take an integrated approach towards the writing process. So, NCE instructs students in good grammar and emphasises that a complete and examination standard composition can only be written with a good command of grammar. Therefore, the areas of good sentence construction have been emphasised.
- 2 **The writing process** – Every writing is achieved through a judicious following of stages. Hence, NCE has paid serious attention to the writing processes or stages. In fact, one of the comprehension passages is entitled **Processes of composition** (Unit 10, p. 112 Bk 1).
- 3 **Paragraphing** – Paragraphs are the building blocks of a composition. They are a group of sentences that form a unit, and usually support one main idea. The syllabus lays emphasis on well developed paragraphs for composition. Hence, the approach in NCE is to teach and exemplify the ingredients of a good paragraph. This starts with topic sentence identification and construction as well as its role in writing a good paragraph (p. 26, Bk 1). The qualities of a good paragraph are also explained. These are unity, coherence, completeness, sentence variation and being error free (pp. 27-28, Bk 1).

- 4 **Guided writing** – Most learners respond positively to examples or models. For this reason, NCE feels that by giving students model compositions and comparing them to badly-written ones, the learning process could be enhanced and quickened. In teaching the composition, badly-written compositions are therefore presented to the students. They are then instructed to bring out or correct the mechanical and grammatical defects identified in them. (pp. 28, 40, 53, Bk 1).

Apart from the above, writing tips are offered to the students to guide them or warn them of the dangers of certain blunders in a composition.

- 5 **Mechanical accuracy** – A significant chunk of marks is allocated to mechanical accuracy in public examinations such as WAEC and NECO. It is unfortunate that the bane of many students is the mechanical blunders committed in their compositions. Mechanical skills include punctuation, handwriting and spelling. The emphasis in NCE has been to develop and sharpen the learner’s mechanical skills. It is believed that these skills need to begin at a fundamental stage. Hence, the emphasis at the JSS level on mechanical accuracy.

Teachers should ensure that the students’ mechanical errors are corrected early enough before the errors become part and parcel of their writing habit. The use of major punctuation marks such as full stop, comma, semicolon, colon, and apostrophe should be taught to students, and suitable exercises should be given on them.

Unit 1

Bullying in schools

Oral English: Consonant clusters (p.1)

- 1 The aim of this section is to teach the students how to pronounce consonant clusters correctly and recognise their spelling manifestations.
- 2 The teacher should pronounce word lists containing consonant clusters. The drill can start with two-consonant clusters at the beginning of words.
- 3 The teacher should ensure no vowel insertion in the middle of clusters.
- 4 Ensure that the students do not drop any of the consonants, e.g.
*/mu:zik/ instead of /mju:zik/
/ku:t/ instead of /kju:t/*
- 5 Let the students indicate the correct pronunciation of given words. They may use their dictionaries to confirm their answers.
- 6 Tell the students to pay attention to the various spellings of the consonant clusters.
- 7 Let the students form sentences using words with two-consonant clusters at the initial position.
- 8 Use dialogue practice involving two-consonant clusters.

Exercise 1 (p.2)

- 1 /swi:t/
- 2 /sku:l/
- 3 /skeil/
- 4 /djʊərɪŋ/
- 5 /swɪtʃ/
- 6 /klæp/
- 7 /vju:/
- 8 /kwɒlɪti/
- 9 /kwɒtə/
- 10 /nju:/

Exercise 2 (p.3)

Let the students use their dictionaries to find the correct pronunciation of the given words in their textbooks.

Multiple-choice questions (p.3)

- 1 B
- 2 A
- 3 A
- 4 B

- 5 B
- 6 A, C
- 7 D
- 8 C
- 9 A
- 10 D

Comprehension: Bullying in schools (pp.4-5)

Answers

- a) Bullying is a situation in which a person or group picks on someone.
- b)
 - i) A bully is usually an authoritarian
 - ii) A bully looks down on people.
 - iii) A bully is quick to anger and uses force.
 - iv) A bully is aggressive.
- c) Students bully one another because some desire to control or dominate others around them.
- d) Such a student will suffer from emotional and behavioural problems.
- e) It is not the best approach. It may lead to further bullying rather than controlling or discouraging it.
- f) The school can curb bullying by:
 - i) increasing adult supervision in hostels, dormitories, gardens and toilet areas.
 - ii) preaching the idea of respect, care and safety of others to students.
 - iii) telling students about the consequences of bullying.
 - iv) encouraging verbal and written communication among administrators, teachers, parents, and students.
- g) The victims of bullying should walk tall, be confident, relate with true friends, support people who are bullied, and also join associations that promote positive interpersonal relationships.
- h)
 - i) Metaphor
 - ii) It means the victims should be filled with confidence and pride.
- i)
 - i) Adjectival clause
 - ii) It qualifies the noun "situation".
- j)
 - i) frequent, continuous
 - ii) fight, timidness
 - iii) detrimental, harmful, damaging
 - iv) development, strength
 - v) anger, bitterness, displeasure
 - vi) protecting, maintaining, keeping
 - vii) challenge, oppose, deal with
 - viii) curbing, hindering, preventing

Reflect and discuss (p.5)

- 1 The teacher should ensure that the students provide answers to the questions throughout class discussion. This would enable the teacher to know whether the students understood the passage they have read.

Summary question (p.5)

- 1 The school can curb bullying by increasing adult supervision in the school areas and hostels.
- 2 The school can curb bullying by preaching ideas against the concept of bullying.
- 3 The school can curb bullying by teaching the consequences of bullying.
- 4 The school can curb bullying by punishing bullies without delay.
- 5 The school can curb bullying by encouraging communication among the stakeholders in education and students.
- 6 The school can curb bullying by encouraging others to report cases of bullying.

Pair work (p.6)

- 1 Let the students engage in pair work in the class. Instruct them to follow the guidelines given in the textbook.

Drawing conclusions (p.6)

- 1 T 2 T 3 F 4 F 5 F

Vocabulary: Human internal body system and functions (p.6)

Exercise 1 (p.6)

Word bank (p.6)

- 1 Let the students use the words in the box to locate twenty words relating to human internal body systems interlocked in the puzzle.

Exercise 2

Cloze test (p.7)

- 1 A 2 B 3 A 4 C 5 A 6 D
7 D 8 D 9 A 10 B 11 C 12 C
13 B 14 D 15 C 16 A 17 B 18 B
19 A 20 C 21 D 22 D 23 C 24 B
25 A

Grammar: Revising the grammatical clauses in English (p.8)

- 1 Let the teacher revise the grammatical classes in English, stating the meaning, function, and positions in sentences.
- 2 Revise the use of nouns with the students, stating their classification and their functions.
- 3 Also, revise the use of verbs and their essential functions in sentences. Let the students know that most verbs in English are regular, while some are irregular. Use copious examples to back up your explanation.
- 4 Let the students also know the function of adjectives and how adjectives work with nouns. Give enough examples to buttress this point.
- 5 The teacher should also ensure that the students understand the use of conjunctions and how it helps to connect words, phrases, and clauses.

Writing: Expository essays (p.12)

- 1 The teacher should let the students know that an expository essay is meant to expose, explain in form, instruct and guide the reader on a given subject or course of action.
- 2 Ask the students to do the following:
 - a) introduce the topic.
 - b) define the subject matter.
 - c) give suitable examples to back up the definition of explanation.
 - d) give adequate information.
 - e) explain the procedures involved in a sequential order.
- 3 Group work (p.13):
 - a) Divide the students into groups.
 - b) Let each group decide the topic of the expository essay.
 - c) Instruct them to brainstorm and write down relevant points for the essay.
 - d) Tell them to share the points among group members to be developed into one or two paragraphs per point.
 - e) Let the group come together again and collate the paraphrases into one essay through proofreading, editing or revision.
 - f) Let the group leader and/or secretary write the final draft to be read to the whole class.
 - g) The teacher can make suggestions for improvement.

Listening comprehension (p.13)

- 1 Let the students provide answers to the questions given in this passage.
- 2 Ensure that while reading the passage to them, adequate attention is given to help them attempt the questions confidently.

Unit 2

The kingdom of Benin

Oral English: Consonant clusters (p.14)

1. The teacher should pronounce the words in the word list and instruct the students to imitate.
2. The teacher should ensure the students do not insert any vowel between the clusters.
3. Instruct the students to form sentences using vowels with three consonant clusters.
4. Let the students read the given paragraph. Ask them to pay attention to the three consonant clusters in the words of the passage.

Multiple-choice questions (p. 15)

- | | | | | | | | | | | | |
|---|---|---|---|---|---|----|---|---|---|---|---|
| 1 | B | 2 | C | 3 | A | 4 | A | 5 | B | 6 | D |
| 7 | D | 8 | A | 9 | B | 10 | A | | | | |

Comprehension: The kingdom of Benin (pp. 17-18)

Answers:

- a) Mid-western region of Nigeria.
- b) Benin never abandoned her capital city.
- c) Islam contributed to the rise of some kingdoms and empires.
- d) The Ogois period and the Eweka period
- e) Ogois and Eweka
- f)
 - i) He founded many villages.
 - ii) He instituted the Ughoron, a specialist group of royal historians.
- g)
 - i) Adjective/Relative clause.
 - ii) Modifies the noun phrase 'kingdom of Benin'.
- h)
 - i) deserted, vacated, forsook
 - ii) applied, employed, exercised
 - iii) captivating, attractive, charming
 - iv) obvious, apparent, clear
 - v) exceptional, excellent, remarkable
 - vi) established, set up, initiated
 - vii) mute, quiet, taciturn

Reflect and discuss (p.18)

- 1 Let the students provide the answers to the questions through class discussion, so as to detect if they understood the passage or not.

Summary question (p.18)

The factors that make the kingdom of Benin one of the most important of the states and empires of the coastal regions of West Africa are:

- 1 Benin kingdom was the first to be established in the forest and Guinea areas of West Africa.
- 2 The progress and early development of the Benin kingdom had no Islamic influence.
- 3 Benin kingdom has never changed its capital city.
- 4 Its second dynasty has remained in power till today.
- 5 Benin's cultural artefacts are renowned worldwide.
- 6 Benin Kingdom has influenced the socio-political institutions of Southern Nigeria more than the Oyo Empire.

Drawing conclusions (pp.18-19)

- 1 F 2 F 3 F 4 F 5 F

Difficult words (p.19)

- 1 Let the students check their dictionaries and use the given words in their own sentences.
- 2 Let the students attempt the questions under the 'retesting grammatical structure'. This is to ensure that they understood the passage.

Vocabulary: Human internal body system and locations (p. 19)

- 1 In Exercise 1, the teacher should let the students study the given list of words (p.19) and their functions. Let them make use of their dictionaries for this exercise.
- 2 Let the students also use the word banks to find human internal organs locked in the word bank on page 20 There are 28 of them.

Grammar: Noun phrases (p.20)

- 1 The teacher should exemplify noun phrases of different types to the students properly by identifying them through a demonstration on the board.
- 2 The functions of noun phrases should be highly emphasised and demonstrated.
- 3 The teacher should only assume that some of the students in the class know this part of grammar. Let each student write in his/her note or on the board to show that the topic is well-understood.
- 4 There are three main functions of the noun phrases that should be emphasised at this stage:
 - a) as subject of the verb.
 - b) as object of the verb.
 - c) as complement of the verb (subject or object) e.g.
 - i) Those abandoned buildings have been demolished by the government (subject of the phrase have been demolished).
 - ii) The hunter killed three blind mice (object of the verb killed).
 - iii) My uncle is the chairman of the local government (subject complement).
 - iv) The voters made my father the chairman (object complement).

Exercise 5 (p.22)

- 1 Every university
- 2 global warming
- 3 my friend
- 4 cyber security
- 5 your skills

Exercise 7 (p.23)

- 1 my mother as their saviour
- 2 herself a genius
- 3 Ade a thief
- 4 themselves The Blues
- 5 their house beautiful

Exercise 8 (p.23)

- 1 Subject of the verb looks.
- 2 Subject of the verb has.
- 3 Subject complement (to Badiya).
- 4 Subject of the verb won.
- 5 Subject complement (to me).
- 6 Object of the verb brought.
- 7 Subject complement (to the noise maker).
- 8 Subject of the verb phrase was invited.
- 9 Object complement (to 'The Lily').
- 10 Object of the verb needs.

Writing: Argumentative essays (p.23)

- 1 Tell the students the essence of an argumentative essay – to persuade.
- 2 Tell the students that except otherwise instructed, they should either argue **for** or **against** a motion in an argumentative essay, not both.
- 3 Students should be told that it is necessary to state clearly whether they support or oppose the motion from the beginning.
- 4 The teacher should guide the students to answer the questions after the essay (pp. 23–24).

Unit 3

History and scientific knowledge

Oral English: Word Stress (p.25)

- 1 The teacher should briefly stress two, three and four-syllable word stress patterns.
- 2 The teacher should indicate, with the use of a hyphen, the way five-syllable words can be divided into syllables. Use the words given in the textbook.
- 3 Instruct the students on the use of capital letter conversion to indicate stressed syllables, e.g. CApitalism, RAdicalism, inDUstrialist.
- 4 Tell the students that some five-syllable words are stressed on the first syllables. Give adequate examples, e.g. FAvouritism
- 5 Guide students that some five-syllable words are stressed on the second syllable, e.g. maNIpulative.
- 6 Tell the students that some five-syllable words are stressed on the third syllable, e.g. opeRAtional.
- 7 Tell the students that some five-syllable words take stress on the fourth syllable, e.g. manifesTation.
- 8 Lead the students in sentence drill, emphasising on the five-syllable words in the given sentences.
- 9 The teacher should ask the students to read a paragraph aloud, taking note of the stressed syllables.
- 10 Let the students engage in dialogue practice in pairs.
- 11 For evaluation:
 - a) Tell the students to write ten words of five-syllables and indicate the stressed syllables in capital letters.
 - b) Ask the students to write ten correct sentences each with a word of five-syllables and indicate the stressed syllable in each of the five-syllable word.

Comprehension: History and scientific knowledge (pp. 27-28)

Answers:

- a)
 - i) Expository writing.
 - ii) The passage is on the role history plays in understanding natural science and social science.
- b) The study of man and his relationship with the society through making empirical and logical connections.
- c)
 - i) Because he constantly adjusts his behaviour.
 - ii) Psychological, social, and physical changes.
- d) Both are concerned with making systematic explanations.
- e) Change could be understood in terms of the laws of motion.
- f)
 - i) Adverbial clause (of condition).
 - i) Qualifies the verb phrase 'must be understood'.
- g)
 - i) substantial, significant, huge
 - ii) rational, reasonable, sensible

- iii) achieve, complete, carry out
- iv) regularly, continually, ceaselessly
- v) communication, contact, relations
- vi) unique, distinctive, particular
- vii) omnipresent, persuasive, universal

Reflect and discuss (p.28)

- 1 The teacher should ensure that the students answer the questions in this section through class discussion to aid in understanding of what the passage is all about.

Summary questions (p.29)

Note:

This is a complex passage. Hence, the students should be instructed to read it three times before answering any question on it.

Summary answers

- 1 The roles of history in the promotion of scientific knowledge are:
 - a) History helps science to make empirical and logical connections.
 - b) The scientific study of man can be accomplished through historical analysis.
 - c) Historical time is a key factor in finding scientific explanatory principles.
 - d) Historical analysis provides a scientific examination for the science of evolution.
- 2 Scientific knowledge is concerned with making systematic, empirical, and logical explanations about the physical and social world.

Pair work (p.29)

- 1 The teacher should engage the students in pair work.
- 2 Instruct them to look at the questions in their textbooks and let them make brief notes on each of them.

Drawing conclusions (p.29)

- 1 F 2 T 3 T 4 F 5 F

Difficult words (p.29)

- 1 Let the students check their dictionaries and use ten of the given words in the box to make their own sentences.
- 2 Let the students attempt the questions under the 'retesting grammatical structure'.

Vocabulary: Health and healthcare (p.30)

- 1 E
- 2 B
- 3 A

- 4 D
- 5 E
- 6 C
- 7 B
- 8 D
- 9 E
- 10 A
- 11 B
- 12 E
- 13 C

Grammar: Noun phrases as appositives (p.31)

- 1 The teacher should define noun phrases with examples.
- 2 The teacher should explain appositives with examples given in the textbook.

The noun phrase as object of prepositions (p.31)

- 1 The teacher should briefly explain the main functions of noun phrases with examples.
- 2 The teacher should then explain prepositions and prepositional phrases.
- 3 The teacher should also explain the object of prepositions in the textbook.
- 4 Let the students complete sentences by adding prepositional complements. Then, they should identify the object of the preposition in each sentence.

Multiple-choice questions (p. 33)

- 1 A 2 B 3 A 4 B

Writing: Argumentative essays (p.34)

- 1 Discuss the following rules of debate with the students with proper exemplification or practical demonstration (if possible):
 - a) Timing
 - b) Presentation
 - c) Elocution
 - d) Gestures
 - e) Accuracy
- 2 Let the students engage in class debate to demonstrate the features in 1 above.

Literature: Figures of speech (p.36)

- 1 The teacher should revise some techniques writers and poets use to enrich their writings.
- 2 The teacher should give more examples of each device listed in their textbooks.

Unit 4

The wealthy mare

Oral English: Words stress (six-syllable words) (p. 38)

- 1 The teacher should briefly define and exemplify stress in English.
- 2 Revise the stress patterns of five-syllable words.
- 3 Teach the students that some six-syllable words take stress on the third syllable, e.g. revoLUtionary.
- 4 Let the students know that some six-syllable words have stress on the fifth syllable, e.g. experimenTation.
- 5 Instruct the students to construct ten correct sentences using six-syllable words.
- 6 Guide the students in sentence drills. Let them practise the given sentences in pairs. Tell them to take note of the six-syllable words.
- 7 Let the students engage in paragraph drills. Let them read it and take note of the six-syllable words.
- 8 Instruct the students to read the given dialogue in pairs.
- 9 Let the students also study the conversation, and let them identify the six-syllable words and their stress patterns.

Comprehension: The wealthy mare (pp.40-41)

Answers:

- a) That people who could tame wild animals must possess uncommon wisdom.
- b) One of the horses.
- c) Four
- d) The same sound pattern.
- e) Amazed
- f)
 - i) Comely
 - ii) Two (a colt and a foal)
- g)
 - i) Noun clause.
 - ii) Modifies the noun 'opinion'
- h)
 - i) built with wattle, interlaced, intertwined
 - ii) fierce, violent, brutal
 - iii) marvelled, admired, amazed
 - iv) stopped, warded off, foiled
 - v) admission, entry, access
 - vi) understanding, conception, knowledge
 - vii) difficulties, problems, setbacks

Reflect and discuss (p.41-42)

- 1 Let the students provide answers to the questions through class discussion.

Summary question (p.42)

The experiences that surprised the narrator are:

- 1 Three nags and two mares were sitting on their hams.
- 2 He was surprised that a person could be served only by horses.
- 3 He was surprised to see so much ceremony before he could be admitted into the house.
- 4 The narrator was surprised that the horses communicated by neighing.

Drawing conclusions (p.42)

- 1 F 2 T 3 T 4 F 5 T 6 F

Difficult words (p.42)

- 1) Encourage the students to find the dictionary meanings of the words and use them to form sentences of their own.

Retesting grammatical structure (p.42)

- 1 The teacher should guide the students in doing the exercises.

Vocabulary: Health and healthcare (p. 42)

- 1 Challenge the students to search online for more words or phrases related to health.

Exercise (p. 43)

- 1 difficulty, problem
- 2 representative, administrators
- 3 inoculation, immunisation
- 4 influenza, cold
- 5 vertebrae, backbone
- 6 disorder, disease
- 7 innumerable, untold
- 8 indications, indicators
- 9 spot, identify
- 10 therapy, remedy

Grammar: Pronouns (p.43-44)

- 1 Get a passage to illustrate the functions of pronouns. Show the standards in this passage that without pronouns, our essays would be monotonous or boring.
- 2 Dwell on the different types of pronouns with copious examples.
- 3 Emphasise the objective and subjective cases of pronouns.
- 4 Let the students do pair work activity using pronouns in the object or subject cases.
- 5 In Exercise 2 (p.45), ask the students to use each other or one another to fill in the blanks in given sentences.
- 6 Let the students complete sentences with appropriate pronouns in Exercise 3 (p.45).

Writing: Formal letters (p.46)

- 1 The teacher should dwell on the types of letters that can be written under formal letter writing.

- 2 The teacher should properly exemplify the features of formal letters.
- 3 Students commit lot of errors when writing formal letters. Hence, the teacher should dwell extensively on these errors, starting from the address.

Group work (p. 49)

- 1 Guide the students to write a letter to the parents of their school's children by acting as the principal of the school, requesting them to pay their children's school fees before the beginning of their examination.

Common errors (p. 49)

- 1 The teacher should practically demonstrate the errors commonly committed by students in writing formal letters. The teacher could also do this after marking the students' essays.

Unit 5

The Casualties

Oral English: Sentence stress (p.50)

- 1 Sentence stress is the placement of stress on a given word in a sentence to give the sentence or word a particular shade of meaning.
- 2 Let the students know that sentence stress means the same thing as emphatic stress, as this is the term they will encounter at the WAEC, NECO, and UTME examinations.
- 3 The teacher should tell the students the difference between content and grammatical or function words. Inform them that while content words are usually stressed in standard speech patterns, grammatical words are not. However, in emphatic or sentence stress, any one of content or grammatical word could be stressed depending on the context or the meaning the speaker has in mind.
- 4 After giving the students examples of content and function words, let them underline the content words in a given passage.
- 5 Tell them that the speaker that determines which word to stress and which to leave unstressed.
- 6 Give the students many examples of sentence stress in spoken word drills and writing.
- 7 Use capitalisation convention to indicate emphatic or sentence stress.
- 8 Use WAEC, NECO or JAMB examination-type questions for evaluation. This is very important. Teach them the logic of identifying answers in emphatic stress questions.

Multiple-choice questions (p. 51)

- 1 D
- 2 A
- 3 C
- 4 A
- 5 C
- 6 C
- 7 D
- 8 D
- 9 C
- 10 D

Pair work (p. 52)

- 1 Let the students write out a dialogue using the given pictures. In pairs, let them present it in class, taking note of the stressed words. The teacher should guide the students.

Comprehension: The casualties (p.53)

Answers

- a) This is because death is a universal phenomenon. Everybody will die one day, rich or poor.
- b) They die slowly ('by instalment').

- c) They become prisoners of war in their shattered homes.
- d) Everybody is affected one way or the other by war.
- e) The survivors are affected by taxes and corrupt practices of politicians or government officials.
- f) Metaphor.
- g)
 - i) Adjective/Relative clause.
 - ii) Modifies the noun 'thousands.'
- h)
 - i) injured persons, wounded persons, victims
 - ii) complete, unquestionable, final
 - iii) began, initiated, launched
 - iv) representatives, envoys, messengers
 - v) practices, ceremony, ritual
 - vi) individuals, persons, different personalities
 - vii) drooping, dangling, swinging

Summary question (p. 55)

The six casualties of war and why they are casualties are:

- 1 The wounded are casualties because they die slowly.
- 2 Those arrested are casualties because they eventually end up in prison cells.
- 3 Escapees from war are casualties because they become prisoners of war in their destroyed homes.
- 4 The dead are casualties because of war.
- 5 We are all casualties because we suffer from malnutrition (Kwashiorkor).
- 6 The stay-at-home are casualties because of the corruption of the politicians and government officials.

Pair work (p. 54)

- 1 Let the students engage in pair activity. Instruct them to examine the use of 'not only' in the poem's lines, and let them discuss it with their partners.

Drawing conclusions (p. 54)

- 1 F 2 T 3 T 4 T 5 T

Difficult words (p. 55)

- 1 Let the students attempt to find two meanings for each of the ten words in the box and use them in sentences of their own.

Retesting grammatical structure (p. 55)

- 1 The teacher should guide the students in doing the exercise.

Vocabulary: Soccer and other sports (p.55)

Exercise 2 (p. 56)

- 1 boards used to slide across snow
- 2 rider of a bicycle or motorcycle

- 3 expert in gymnastics
- 4 somebody moving along on skates
- 5 rider of a racehorse
- 6 skilled person
- 7 winning serve in tennis
- 8 official overseeing sport
- 9 people who watch or observe activities or events
- 10 the player of a game with a ball and clubs.

Grammar: Relative pronouns (p.56)

- 1 Briefly revise pronouns generally.
- 2 The teacher should explain demonstrative and relative pronouns fully with copious examples.
- 3 The teacher should use a lot of sentence examples with different structural configurations.
- 4 Instruct the students to combine two expressions using **who**, **which**, or **whose**.
- 5 Differentiate the use of **who**, **whom** and **whose**.

Exercise 1 (p.57)

- 1 whom
- 2 who
- 3 who
- 4 who
- 5 whom

Exercise 2 (pp. 57–58)

- 1 The boy whose mother you called has gone home.
- 2 Mallam Aliu, whose windows were broken by the students, has reported to the police.
- 3 The baby whose toy was taken by the maid is crying.
- 4 The guest whose water David drank refused to eat.
- 5 The man whose house was re-painted is happy.

Multiple-choice questions (p. 59)

Answers

- 1 A
- 2 C
- 3 B
- 4 A
- 5 C

Writing: Formal letters (p.59)

- 1 The teacher should briefly revise the features of formal letters. Ask the students questions to test their recall capacity.
- 2 Dwell on the two major styles of writing the addresses of business letters – the blocked and in-

dented style.

- 3 Tell the students that for examination purposes, **Yours faithfully**, not **Yours sincerely** should be used for formal letters. **Yours sincerely** should be used for informal letters. **Yours sincerely**, is however used in some countries for formal and informal letters.
- 4 The students should be instructed to read the sample letters in their textbooks and study the organisational layout of the contents, as well as the use of language.

Literature: Media: The Radio (p.63)

- 1 Impress it upon the students the need to listen to the radio and the potential it offers for improving spoken and written English.
- 2 Tell the students to listen to the radio regularly and write unfamiliar words and expressions in their dedicated notebooks for vocabulary.
- 3 Let the students know the value of listening to news on the radio.
- 4 Explain to the students the people involved in the production of radio programmes.
- 5 Let the students also play-act the activities under the classwork, to know the difference between their voices and that of the professional radio announcers.

Unit 6

kidnap, ransom and extortion

Oral English: Intonation (p. 65)

- 1 The teacher should define and exemplify intonation.
- 2 Emphasise the functions of intonation with sentence examples.
- 3 Introduce the students to different intonation patterns or tones – the falling and rising intonation.
- 4 Use the sentence drills to teach the falling and rising intonation.
- 5 Tell the students to write ten sentences and indicate the falling tone.
- 6 Use dialogue practice to highlight the functions of intonation.
- 7 Give the students exercises, asking them to indicate the falling tone with the downward arrow (↘).

Comprehension: Kidnap, ransom and extortion (pp. 67–68)

- a)
 - i) One should not be consumed with cell phones except they are in a secured area.
 - ii) One should not wear clothes and jewellery that draws attention to them.
 - iii) One should be familiar with the surroundings in which they find themselves.
 - iv) One should keep their itinerary from anyone who doesn't need to know.
 - v) One should not accept drinks, cigars or food from unfamiliar persons or strangers.
- b) A person can concentrate fully with a cell phone anywhere that is secure or familiar.
- c) Buildings, police stations, large public areas, points of interest near where one is staying.
- d) The writer suggests that one should endeavour not to go to work simultaneously every day.
- e) It is necessary to avoid unnecessary intrusion by strange persons.
- f)
 - i) Paradox
 - ii) It is self - contradictory "to being polite and assertive"
- g)
 - i) Adverbial Clause (of conditions)
 - ii) It modifies the verb "check in"
- h)
 - i) money, payment
 - ii) recognise, understand
 - iii) obsessed, intensely occupied
 - iv) important, crucial
 - v) precisely
 - vi) travelling record, journey
 - vii) shun, abstain from

Summary writing (p. 68)

- 1 One should desist from wearing clothing's that can draw unnecessary attention to them to avoid being kidnapped and held for ransom.
- 2 One should always be conscious of their environment and the people around them.
- 3 One should not be engrossed with their cell phones except they are in familiar environment.
- 4 One should be familiar with the landmarks in the surroundings/environment they find themselves

- 5 One should avoid keeping late nights to avoid being kidnapped.
- 6 One should keep their movement secret from people who do not need to know.
- 7 One should avoid unscheduled journeys to unfamiliar places.

Drawing conclusions (p.69)

- 1 T 2 T 3 T 4 F 5 F

Difficult words (p. 69)

- 1 Challenge the students to make use of their dictionaries to find out the meaning of the words given in the box, and let them make ten sentences of their own.

Vocabulary: Building construction (p.70)

- 1 C
- 2 B
- 3 C
- 4 B
- 5 A
- 6 D
- 7 A
- 8 C
- 9 A
- 10 B

Exercise 2 (pp.70-71)

- 1 C
- 2 E
- 3 A
- 4 B
- 5 D
- 6 A
- 7 C
- 8 B
- 9 E
- 10 D

Grammar: Nominalisation: Adjectives (p.71)

- 1 The teacher should define and exemplify nominalisation.
- 2 Demonstrate nominalisation on the board to the students.
- 3 The teacher should turn adjectives into nouns in class for easy understanding.
- 4 Let the students use nominalisation adjectives in sentences of their own.

Exercise 2 (p.72)

- 1 noisiness
- 2 purity
- 3 holiness
- 4 wisdom
- 5 cruelty
- 6 innocence
- 7 constancy
- 8 illiteracy
- 9 happiness
- 10 fairness
- 11 warmness/warmth
- 12 totality

Pair work (pp.72-73)

- 1 Let the students re-write the short paragraph by changing the nouns to adjectives.
- 2 Ask the students to change adjectives to nouns and use them in sentences.

Exercise 4 (p.73)

- 2 Delicacy
- 3 Height
- 4 Hotness
- 5 Poverty
- 6 Fierceness
- 7 Fear
- 8 Broadness
- 9 Strength

Exercise 5 (p.73)

- 1 The hungry
- 2 Acting
- 3 The rich
- 4 The silver roofing sheets / the unpainted tower
- 5 The learned, the ignorant
- 6 The wounded
- 7 'The Good, the Bad and the Ugly'
- 8 The aggrieved
- 9 Wicked
- 10 Joy, Peace, Patience

Writing: Free writing (p.73)

- 1 Tell the students that free writing demands the ability to think, reason, and create a piece of literary material.

2 In free writing, you can write on any issue of interest.

Literary devices for free writing and creative writing (p.74)

1 Explain the following literary devices with adequate exemplification from literary works.

Plot Rhyme or rhyme scheme

Setting Structure

Theme Figures of speech

Tone

Rhythm

Unit 7

The determined mother

Oral English: Intonation: Rising tone (p.78)

- 1 Briefly revise what the students learnt in the last unit about intonation, and ask them questions.
- 2 Define and exemplify rising tone.
- 3 Tell the students that the arrow symbol (↗) indicates the rising tone. Tell them where the tone usually falls in some sentences, e.g. interrogations sentences.
- 4 Dwell extensively on the functions of the rising tone using appropriate sentence examples.
- 5 The teacher should use the sentence drill. He/she should lead the students in the drill by pronouncing the sentences and telling the students to observe the use of the rising tone.
- 6 Instruct the students to read the dialogue and observe the rising tone.
- 7 For class examination, give the students sentences and tell them to pronounce the sentences well, and indicate the rising tone in each one with an arrow.
- 8 For homework, let the students write a dialogue between two people and indicate each sentence that require the rising tone with the correct arrow.

Comprehension: The determined mother (pp. 80–81)

Answers

- a) The son of the woman in the story.
- b) The captain is probably sleeping or dead in an inn. We know this because a blind man tried to enter it.
- c)
 - i) a bar of silver
 - ii) pistols
 - iii) an old clock
 - iv) pins
 - v) a bag of coins
- d) She told the son that she would only have what she was owed, and not a penny more.
- e) English pounds. Because it seems they were British, and the son said, ‘There were very few English pounds’.
- f) The son helped her by dragging her under the arch of the bridge.
- g)
 - i) Adverbial clause (of time)
 - ii) It qualifies the verb ‘drew’.
- h)
 - i) state of affairs, circumstances, condition
 - ii) strong-minded, resolute, unwavering
 - iii) box, container, case
 - iv) kinds, types, categories
 - v) an upright, a decent, a law-abiding
 - vi) begun, got going, set off
 - vii) as luck would have it, by chance, luckily

Note:

- 1 Tell the students that in doing the last question, recourse should constantly be made to the passage to check the context in which the individual words are used.
- 2 Care should also be taken by the students so as not to use a different tense for a vocabulary that opposed the one used in the passage.

Reflect and discuss (p. 81)

- 1 Ensure that the students provide answers to the questions through class discussion.

Summary questions (p. 81)

- 1 It was difficult for the woman to take the exact amount of money that belonged to her because:
 - a) The coins were currencies of different countries.
 - b) There were a small number of English pounds in the box.
- 2 The mother and her son were afraid.
- 3 What happened after the whistle was heard are:
 - a) The mother took her share of the money and ran away with the son.
 - b) Several people chased them, but they escaped to hide under the bridge.

Pair work (p. 82)

- a) Instruct the students to discuss with their partners the duties of the mother and the son to each other in the passage.
- b) Ask the students to tell their friends ten duties of a child to the parent.

Drawing conclusions (p. 82)

- 1 F 2 T 3 F 4 T 5 T

Difficult words (p. 82)

- 1 Instruct the students not just to check the meaning of difficult words but also the idioms generated from those words. They should be able to use the idioms in sentences of their own.

Vocabulary: The Environment (p. 82)

Exercise 1 (p. 83)

- 1 B
- 2 C
- 3 D
- 4 A
- 5 A
- 6 B
- 7 C
- 8 D
- 9 D
- 10 C

- 11 B
- 12 A
- 13 B
- 14 C
- 15 C
- 16 D
- 17 A
- 18 A
- 19 B
- 20 C
- 21 D

Exercise 2 (p.84)

- 1 Ozone
- 2 Recycle
- 3 Pollution
- 4 Drought
- 5 Climate
- 6 Conservation
- 7 Typhoon
- 8 Flood
- 9 Wildlife
- 10 Aerosol

Exercise 3 (p.84)

- 1 A
- 2 B
- 3 C
- 4 D
- 5 D
- 6 C
- 7 B
- 8 A
- 9 A
- 10 B
- 11 C
- 12 D
- 13 D
- 14 B

Grammar: Nominalisation: Verbs (p. 85)

- 1 Briefly revise the nominalisation of adjectives with the students with few exercises.

- 2 Define and exemplify suffixation with sentence examples.
- 3 Demonstrate how verbs are nominalised through suffixation with copious word examples. Write the words on the board.

Pair work (p. 85)

Instruct the students to work with a partner each and let them add the correct suffix to the given words.

- 1 annoyance
- 2 accusation
- 3 explanation
- 4 pretence (AmE) pretence (BrE)
- 5 interpretation
- 6 leakage
- 7 management
- 8 collection
- 9 departure
- 10 failure

Exercise 2 (pp. 85-86)

- 1 survive
- 2 reveal
- 3 prosper
- 4 cover
- 5 tolerate
- 6 break
- 7 refine
- 8 remit
- 9 interview
- 10 achieve

Exercise 6 (p.87)

- 1 The loss of the watch by Shehu made the sister upset.
- 2 The bad behaviour of the children caused them to be punished.
- 3 The survival of the animal made the zookeeper happy.
- 4 The man's dependence on his friend was too much.
- 5 His admission in the hospital lasted for two days.

Writing: The writing process (p. 88)

- 1 This section of the unit demands a lot of practical initiatives. The teacher should demonstrate to the students how each of the writing stages mentioned below can be achieved or written in a composition:
Developing or planning
Drafting

Revising

Editing / proofreading

- 2 The teacher should ensure that the students exchange their compositions with their mates to receive criticism. The compositions should be marked, and the errors corrected in the students' notebooks in the class. This is because the errors committed by one student will be different from another student.
- 3 The teacher should visually represent the writing process through a chart.
- 4 The purpose of writing a composition is very important. Outline the various purposes for writing an essay to the students.
- 5 The teacher should also give the students tips on how to know their audience.

Listening comprehension (p. 90)

Answers

- 1 Miserable, laborious, short
- 2 They are forced to work with every strength they have.
- 3 They are slaughtered.
- 4 After a year.
- 5 No
- 6 A life of happiness and leisure.
- 7 Man
- 8 Man
- 9
 - a) Man is the only creature that consumes without producing.
 - b) He does not lay eggs, is too weak to pull the plough, and cannot run fast enough to catch rabbits, yet he is the lord of all the animals.
- 10 Rhetorical questions.
- 11 Because he has lived up to twelve years.
- 12 To relate a strange dream the speaker had last night.

Unit 8

Writing English composition

Oral English: Intonation: Expressing surprise/disbelief (p. 91)

- 1 Briefly revise falling and rising intonation patterns.
- 2 Briefly revise the functions of intonation tones and the sentences types used in expressing types of intonation tones.
- 3 Dwell on expressing surprise/disbelief through intonation with sentence examples well-illustrated with arrows.
- 4 Using dialogue practice, let the students read the dialogue and take note of the tones expressing surprise.
- 5 In group work, instruct the students to choose their partners and practise dialogue, observing the rising and falling tones as appropriate.
- 6 In evaluation, ask the students to indicate which of the given sentences expresses surprise or disbelief, using the correct tone mark.

Comprehension: Writing English composition (pp. 92-93)

Answer:

- a) A composition is a piece of writing consisting of related paragraphs and written to satisfy the requirements of a course of study in an examination.
- d) Because it is required to award credit passes in examinations.
- c) Letter, essay, term paper.
- d) Forms of composition mentioned in C.
- e) Generation of topic.
Generation of relevant ideas.
Organising ideas in logical order.
Developing ideas into paragraphs.
- f)
 - i) Noun phrase
 - ii) The subject of the verb phrase “are put aside or dropped”
- g)
 - i) obligatory, compulsory, necessary
 - ii) looked at, studied, scrutinised
 - iii) pertinent, germane, related
 - iv) plan, sketch, rough draft
 - v) rearranged, reordered, moved around
 - vi) writing, prose, text
 - vii) limited, controlled, constrained

Reflect and discuss (p. 93)

- 1 Let the students provide answers to the questions during the class discussion.

Summary question (p. 93)

The steps that must be taken to write a good composition are:

- 1 It is necessary to generate or be given a topic.
- 2 Ideas should be generated to form an outline.
- 3 Those relevant to the topic among the ideas generated are selected.
- 4 The selected ideas are rearranged rationally.
- 5 The ideas are developed into a series of connected paragraphs.

Pair work (p. 93)

- 1 Instruct the students to tell a partner the problems they usually encounter in writing composition and ask him or her to advise him or her.
- 2 Tell the students to ask their partners about their problems in writing composition.

Drawing conclusions (p. 93)

1 T 2 T 3 T 4 T 5 T

Difficult words (p. 94)

- 1 Encourage the students to use their dictionaries to find the meanings of the words given in the box, and let them use ten of them to make their own sentences.

Vocabulary: Word modifiers (p. 94)

- 1 Word modifiers are used to describe adequately and accurately the different aspects of things, events and actions using suitable words often used as modifiers, such as nouns, adjectives and adverbs.
- 2 Demonstrate the use of different modifiers of colours, smell, taste, etc., to the students through written and spoken sentence examples.
- 3 The teacher should draw a table and ask the students to group the words in a box under the headings of smell, colour and taste.
- 4 The teacher can also tell the students to write sentences to describe the colours they can identify in their environments, e.g. classroom, a school compound.

Grammar: Active and passive voice (p. 95)

- 1 The teacher should start this lesson by explaining, identifying and exemplify transitive and intransitive verbs to show that only verbs that take objects can be passivised.
- 2 The teacher should briefly revise the functions of the subject and object of the sentence with students. Use sentence examples. Let the students identify these terms on the board.
- 3 Dwell on the active and passive voice, showing their examples. Tell the students to give their own written and spoken sentence examples.

Exercises 2 (p. 96)

1 Birds
↓
subject

spread some diseases.

2 Yusuf
↓
Subject

did not invite Bilal to the party.

3 My mother
↓
subject

wrote the petition.

4 Dupe
↓
subject

patted Uche on the back.

5 My dad
↓
subject

bought a new television set.

Exercise 5 (p. 97)

1 (p. 97)

- 1 How was the computer invented?
- 2 How is the marriage ceremony done?
- 3 How are scores awarded in physics?
- 4 How was the room arranged?
- 5 How is spaghetti eaten?

2 (p. 97)

- 1 The box was taken home by Michael.
- 2 The gate was closed by me.
- 3 The item was installed by Jamiu.
- 4 Were the clothes washed by Comfort?
- 5 The first verse of the hymn was sung by Pero.
- 6 Some of my clothes were ironed by my best friend.
- 7 The cheese was chosen by Uchenna.
- 8 The fence was painted by Ado.
- 9 Why was the book torn by Jite?
- 10 The celebrity is well known to me.

3 (p. 98)

- 1 Passive
- 2 Active
- 3 Passive
- 4 Active
- 5 Passive

4 (p.98)

- 1 The principal saw me.
- 2 Dauda did not steal this book.
- 3 Did the troupe leader nominate your sister for the dance?
- 4 No one read my diary.
- 5 Only two students used the cup.

Writing: Features of an essay (p. 98)

- 1 The teacher should thoroughly impress it on the students that the marking of their scripts in the examination is mainly based on the essential features of an essay – contents, organisation, expression and mechanics.
- 2 The features mentioned in 1 must be fully explained with examples from well-written essays from the students or the teacher.
- 3 The teacher should outline the major items to be attended to under each of the features, e.g. under mechanics, we have the following:
 - legible handwriting
 - correct spelling
 - correct use of punctuation
 - correct use of capitalisation.
- 4 Let the students demonstrate this in their essays.
- 5 The errors or misconceptions connected with each of the features must be fully pointed out and – explained or exemplified to the students, possibly using their essays written in the class or as homework.

Unit 9

Animals plan to overthrow man

Oral English: The troublesome vowel /ɜ : / (p.101)

- 1 Since this vowel sound does not exist in most local languages, it poses a problem to many L2 learners of English.
- 2 The teacher should teach this vowel by pronouncing many vowel and the students should imitate correctly.
- 3 Write a word list containing the vowel sound. Tell the students to listen carefully as the teacher pronounces. Let them imitate properly.
- 4 Use the sentence drill. Let the students read sentences carefully, paying close attention to the words with /ɜ : / sound.
- 5 Let the students read a paragraph carefully and observe the words with the /ɜ : / sound.
- 6 In groups, instruct the students to write a paragraph each, with words that contain /ɜ : / sound. Let them read their paragraphs to the class, making sure that their words are pronounced accurately. The teacher should guide the students.
- 7 Using dialogue, let the students read it carefully and take cognisance of the /ɜ : / sound.
- 8 It is vital to expose the students to the different spelling manifestations of the vowel /ɜ : / sound in words e.g.
ir - shirt
er - service
ear - heard
or - word
- 9 As classwork, divide the students into pairs and let each pair write a dialogue containing the words with /ɜ : / sound. Let each pair present its dialogue to the class.
- 10 As assignment, tell the students to transcribe twenty new words, not given in class or in their textbooks, with the vowel sound /ɜ : /.

Comprehension: Animals plan to overthrow man (pp. 103-104)

- 1 **Reading for critical evaluation (p.102)**
The teacher should follow the instructions and guidelines given in the textbook.
- 2 **Comprehension answers (p.104)**
 - a) Persuasive writing/Satirical writing
 - b) The message is that animals plan to rebel against men for instructing them.
 - c) Vice
 - d) The appearance of four rats.
 - e) The dream was about the state of the earth when man would have disappeared completely.
 - f) i) Rhetorical question.

- ii) It means that all the animal problems developed from oppression by man.
- g) i) Adverbial clause (of time)
- ii) Qualifies the verb phrase 'had crept out'.
- h) i) oppression, domination, cruelty
- ii) certainly, confidently, unquestionably
- iii) triumphant, successful, conquering
- iv) weaken, tail, wane
- v) hostility, hate, antagonism
- vi) defeated, overthrown, overpowered
- vii) found out, noticed, learnt

Summary questions (pp.104-105)

- 1 The pieces of advice Old Major gave in the animals' struggle to overthrow the human race are:
 - a) Animals should defeat man so that they can be wealthy.
 - b) The animals should pass on the message to future generations until man is overthrown.
 - c) They should never allow anybody to misguide them by suggesting that man and animals are friends.
- 2 The resolutions that Old Major made for the animals are:
 - a) Animals should not live in a house.
 - b) No animal should drink alcohol.
 - c) Animals must never copy the evils of man.
- 3 Let the students take question 3 as an assignment.

Pair work (p.105)

- 1 Let the students engage in pair activity. Instruct them to look at the points in their textbooks, and let them tell a friend about this, through a class discussion.

Drawing conclusions (p.105)

- 1 F 2 F 3 T 4 T 5 T

Reading tips (105)

Instruct the students to follow the guidelines in their textbooks.

Vocabulary: Word modifiers (p.106)

- 1 Briefly revise the activities done on modifiers in the previous unit.
- 2 Let the students understand that removing of the modifiers does not affect the grammatical corrections of a sentence structure. Give examples.
- 3 Tell the students that modifiers can be pre-modified or post-modified. Give phrasal examples.

Exercise 1 (p.107)

- 1 The, of their headmaster
- 2 The, the irate
- 3 The newly crowned, her teeming.

- 4 His yellow
- 5 The primary, of an adverb, in the sentence

Grammar: Active and passive voices (p.107)

- 1 The teacher should revise the work done on active and passive structures in the previous unit briefly with examples. Ask the students questions about it.
- 2 The teacher should explain the reasons for using the passive sentence and exemplify them with sentence examples written on the board. Refer to the students' textbook.
- 3 Let the students write the correct passive sentence using the pictures provided. Do one as an example for the students to follow.
- 4 For group work, divide the students into four groups and instruct each group to prepare a six-line report of given topics in passive sentences.
- 5 Ask the students to change the given active sentences to passive sentences.
- 6 Instruct the students to narrate a story in given pictures using five passive expressions.

Writing: Narrative essays (p.112)

The teacher should direct the students according to the guidelines in the textbook.

Listening comprehension (p.113)

- 1 Because she/he is suffering greatly.
- 2 Mournful
- 3 a) The suffering of the masses
b) The imposition of suffering by few individuals on the less privilege.
- 4 'only the broken fences stand' (line 36).
- 5 Broken arm and fallen tree.
- 6 The personalities mentioned seemed to have caused suffering to the masses.
- 7 Narrative poems.
- 8 No son to fire guns of celebration and no daughters to wail after his death.
- 9 And the sharp stamps cut as keen as knives (line 31).
- 10 The poet hopes that things will change for the better.

Unit 10

The joy of victory

Oral English: The troublesome vowel /ə/ sound (p. 114)

- 1 The schwa is one of the most difficult vowel sounds for L2 learners.
- 2 Pronounce the vowel correctly and watch students imitate appropriately.
- 3 Demonstrate through copious examples the initial, medial and final positions of the vowel – verbs, adjectives, adverbs, nouns, prepositions, pronouns, etc.
- 4 Lead the students in sentence drills containing words with the schwa sound. Ask the students to listen carefully as you read the sentences, paying attention to the schwa sound and its spelling manifestations.
- 5 As an assignment, ask the students to write ten or twenty sounds and underline the spelling realisation of the sound in the words.

Comprehension: The joy of victory (pp. 115-116)

Answers

- a) Declarative
- b)
 - i) warriors
 - ii) Agon wanted to burn Macumazahn and Umslopogaas.
- c) Axes, swords and spears.
- d) No, because darkness was gathering; hence, soldiers not be able to fight.
- e)
 - i) “Ah it is well to have lived to see this. I have seen a fight worth seeing – and I have seen many fights”.
 - ii) That the battle may not be finished because of the darkness.
- f)
 - i) Metaphor.
 - ii) It means the soldiers are not fully committed to the war.
- g)
 - i) Noun phrase.
 - ii) Subject of the verb ‘coloured’.
- h)
 - i) underneath, below, under
 - ii) experienced, expert, skilful
 - iii) firmness, strength, vigour
 - iv) magnificent, fine, excellent
 - v) abandoned, isolated, empty
 - vi) houses, homes, lodgings
 - vii) uncountable, innumerable, numerous.

Reflect and discuss (p.117)

- 1 Let the students provide answers to the questions during class discussion.

Summary questions (p.117)

The activities in the passage are:

- 1 Macumazahn and Umslopogaas watched the soldiers fight below them from the top of a hill.
- 2 Seeing the opposing army fighting unenthusiastically, Umslopogaas predicted a win for their army.
- 3 Umslopogaas designed a plan to kill Agon.
- 4 Macumazahn and Umslopogaas travelled through valleys and hills on horses at night.
- 5 During their journey, Macumazahn and Umslopogaas passed through empty villages for hours and hours.

Drawing conclusions (p.117)

- 1 T 2 F 3 T 4 F 5 F

Difficult words (p.117)

- 1 Let the students make use of their dictionaries to find the meaning of the words given in the box and let them use it to make ten sentences of their own.

Retesting grammatical structure (p.118)

- 1 The teacher should guide the students in doing the exercise.

Vocabulary: Words origins (p.118)

Exercise 2 (p.118)

- 1 full of activity or energy in an exciting and attractive way.
- 2 the most important or central part of something
- 3 someone who is kept as a prisoner, especially in a war.
- 4 a short interesting story about a particular person or event.
- 5 the ability to do a thing quickly and make good decisions.
- 6 able to make a mistake.
- 7 extremely hungry.
- 8 causing harm.
- 9 a lot of noise or excitement.
- 10 not trained in a particular subject or type of work.

Exercise 3 (p.119)

- 1 C
- 2 B
- 3 A
- 4 C
- 5 D
- 6 B
- 7 C
- 8 B
- 9 B

Grammar: Active and passive voice (p.120)

- 1 The teacher should briefly revise what the students learnt in the previous units on active and passive voice.
- 2 This section deals with how passive structure can be expressed using other verb tenses like the present and past continuous, and the present perfect: have and has.
- 3 The teacher should explain the present and past continuous tenses and the present perfect tense with written and spoken examples. Then, explain how these tenses can be passivised from active sentences.

Exercise 1(p.121)

- 1 The money has been given to me by my dad.
- 2 The glass has been broken by Abanika.
- 3 The boxes have been carried by my brothers.
- 4 Rimi has been employed by the company.
- 5 Why has the thief not been arrested by the police?

Exercise 2 (p.122)

- 1 The job may be completed by the workman.
- 2 Fruits ought to be provided by the caterers.
- 3 The door-lock combination should not be revealed.
- 4 Can the fence be painted by Illiad?
- 5 Alcoholic drinks will not be served by the waiters.

Exercise 3 (p.122)

- 1 The prayer will be offered by Tayo.
- 2 The oranges were scattered by the dog.
- 3 The names of noise makers are written by Memuna.
- 4 The fees can be collected by the boy.
- 5 Was the letter written by Sulaiman?
- 6 The assignment has not been done by my friend.
- 7 Has the room been cleaned by Ada?
- 8 The criminal was beaten by the soldier.
- 9 The formula was given to us by the Chemistry teacher.
- 10 A new name was given to our dog by my cousin.

Writing: Narrative essays (p.122)

- 1 Briefly revise what was learnt in the previous unit on the narrative essay. Ask the students questions about the essential features of a narrative essay.
- 2 Remind the students that since narrative essays deal with narration of particular events in the past, then the sentences are mainly written in the past tense.

- 3 Instruct the students to read the narrative essay The Last Boxing Day on pages 122-123 and answer specific questions on it.
- 4 In groups, ask the students to discuss the last examination they did. They should jot down points and develop them into paragraphs in an essay on the topic: The examination in my school. Each student should present his or her essay to the teacher.
- 5 Individually, instruct the students to visit a museum, a cybercafé, or a motor park and write a story about their visit or their last birthday celebrations.

Revision (p.125)

- 1 B
- 2 B
- 3 B
- 4 D
- 5 D
- 6 B
- 7 B
- 8 C
- 9 C
- 10 A, B
- 11 D
- 12 B
- 13 C
- 14 C
- 15 B
- 16 C
- 17 D
- 18 C
- 19 B
- 20 D

Mid-term test (p.126)

- 1 The teacher should ensure that the students answer the questions in this section.

End-of-term examination (pp.126-127)

- 1 The teacher could use the questions provided to form examination questions for the students at the end of the term. This would enable the teacher to know whether the students understood all what he/she has taught them so far.

Unit 11

Graduation speech

Oral English: Problems consonants /θ/ and /ð/ (p.128)

- 1 The teacher should pronounce the consonants /θ/ and /ð/ and instruct the students to imitate them correctly. The teacher should watch out for mispronunciation among the students. Tell the students to pronounce them individually.
- 2 The teacher should lead the students in word drills by pronouncing the word lists containing the consonant sounds on page 128.
- 3 The teacher should guide the students in sentence drills. Instruct the students to read sentences containing the target sounds and take note of the words containing the sounds, e.g. mother, father, three, thin.
- 4 The teacher should also lead the students in paragraph drill (p.129).

Multiple-choice questions (pp.128-129)

- 1 D
- 2 B
- 3 C
- 4 D
- 5 A
- 6 C
- 7 A
- 8 A
- 9 B
- 10 B

Comprehension: Graduation speech (pp.130-131)

Answers

- a) The speech was made at third graduation ceremony of DEP (and first combined graduation of EDEP)
- b) DEP admitted the first set of students in 2000
- c)
 - i) constraints of many distances
 - ii) constraints of work and family
 - iii) constraints of social demands.
- d)
 - i) The programme is well known in many parts of the world.
 - ii) Many students of the programme got employment on the strength of their certificates.
 - iii) Many use the certificate to facilitate their promotion
 - iv) Many have been able to retain their jobs in times of retrenchment.
- e) The economic hardship situation has affected enrolment.

- f)
 - i) Metaphor
 - ii) It means the world is connected as a result of modern communication, which links everyone.
- g)
 - i) Adverbial Clause
 - ii) It modifies the verb phrase "had been scheduled"
- h)
 - i) restrictions, hinderances
 - ii) satisfaction, realisation
 - iii) influence, affect
 - iv) important, relevant
 - v) greatly, enormous
 - vi) display, expose, show
 - vii) advantages, contributions
 - viii) purchase, acquire, obtain

Reflect and discuss (p.131)

- 1 Let the students provide answers to the questions during class discussion.

Summary writing (p.131)

- 1 According to the passage, many graduates of the programmes were able to secure employment
- 2 Graduates of the programmes were able to retain their jobs.
- 3 Graduates of the programmes got promoted in their jobs
- 4 Graduates of the programmes got to learn/understand the functionality and usefulness of the English language.

Drawing conclusions (p.131)

- 1 F 2 F 3 F 4 T 5 F

Difficult words (pp.131-132)

- 1 Instruct the students to find the meaning of the words in the box using the dictionary and let them use it to form ten sentences of their own.

Retesting figure of speech and grammatical structure (p.132)

- 1 The teacher should guide the students in doing the exercises.

Vocabulary: Word modifiers (p.132)

- 1 The teacher should briefly recapitulate what has been taught in the previous units on this topic. Ask the students questions to aid recall.
- 2 Dwell on how adverbs, adverb phrases, and adverb clauses are used as modifiers, using sentence examples from their textbooks.

Exercise 1 (p.132)

- 1 In the garden.
- 2 Because her car was stolen.
- 3 While I was trying to sleep.

- 4 Because he was lazy.
- 5 After the show.

Exercise 2 (pp.132–133)

- 1 Adverbial clause of time / modifies had encircled
- 2 Adverbial clause of condition / modifies they would have escaped.
- 3 Adverbial clause of condition / modifies can be disastrous.
- 4 Adverbial clause of manner / modifies swerved.
- 5 Adverbial clause of time / modifies went.
- 6 Adverbial clause of time / modifies found.
- 7 Adverbial clause of time / modifies may remember.
- 8 Adverbial clause of time / modifies run.
- 9 Adverbial clause of time / modifies were flung open.
- 10 Adverbial clause of time / modifies was almost.

Grammar: Sequence of tenses (p.133)

- 1 Define and exemplify the sequence of tenses to the students, using sentence examples and paragraphs containing the wrong sequence of tenses.
- 2 Differentiate between compound and complex sentences, using the different types of conjunctions which links the clauses in these sentence types.
- 3 Ask the students to complete sentences using the correct tense forms of the verbs (in brackets).

Writing: Speeches (p.135)

- 1 The teacher should explain extensively the features of a well-written speech – title, introduction, the body, and conclusion.
- 2 The teacher should pick each of these items and demonstrate to students, using real-life experiences or instances.
- 3 The purpose of giving a speech is a potent determinant of the content of speech. Hence, let the students know that the purpose of speech is – to inform, entertain, persuade, etc.
- 4 Impress it upon the students that the introduction of a speech should be captivating and charming in order to attract the audience or readers' attention. Demonstrate the features of a good introduction to the students using practical examples.
- 5 The teacher could use a well-written sample speech as a template to teach students. If possible, students could make photocopies of the speech.
- 6 As an assignment, let the students write a speech on the topic 'cleanliness'.

Unit 12

Stanley meets Mutesa

Oral English: Words with silent letters (p.138)

- 1 Words with silent letters pose one of the greatest challenges to most students of oral English. Hence, the teacher should expend a considerable measure of energy on this aspect.
- 2 A critical starting point in teaching silent letters is the proper pronunciation of the words containing these letters. The teacher should pronounce a word list containing silent letters and instruct the students to imitate.
- 3 The teacher should write the word list on the board and underline the silent letters.
- 4 Next, the teacher should meticulously transcribe all the words written on the board so that students can visually see how the word is pronounced.
- 5 The teacher should pay attention to common words whose silent letters are often pronounced by students in L2 contexts. E.g. receipt, scent, sword, cupboard, comb, plumber, subtle, etc.
- 6 The teacher should also lead the students in sentence drills. The students should be instructed to listen carefully as the teacher pronounces the sentences and repeat after him/her.

Comprehension: Stanley meets Mutesa (p.140)

Answers

- a)
 - i) The king is tall, while the white man is thin.
 - ii) The king is black, while the white man is fair-skinned.
 - iii) The white man is bearded.
- b) It is suggested that the white man represents the Western world's ideas and culture. It means the king accepts Western ideas.
- c)
 - i) The heat of the day.
 - ii) The chill of the night.
 - iii) Mosquitoes.
- d)
 - i) Tattered dirty rags that cover the carriers' backs.
 - ii) Battered bulky chests that kept falling off it.
- e) The cool water that touches their sore feet and lack of fear of hyenas.
- f)
 - i) Metaphor
 - ii) The leader in front is a bundle of inspiration and a pillar of hope for the followers.
- g)
 - i) Adjective/Relative clause.
 - ii) It modifies the noun chests or battered bulky chests.
- h)
 - i) tired, exhausted, worn out
 - ii) torn, ragged, tatty.
 - iii) tramped, marched, trailed.
 - iv) fear, trepidation, terror
 - v) courage, bravery, lion heartedness

- vi) send for, call upon, call
- vii) evaluation, appraisal, judgement.

Summary questions (p.141)

- 1 The fears of the village people are:
 - a) They are afraid of marching hungry.
 - b) The villagers are afraid of hyenas.
 - c) The villagers are fearful of the burning heat of the day.
- 2
 - a) Everyday a horse (pony) died.
 - b) A human being slumped each afternoon.

Drawing conclusions (pp.141–142)

- 1 T 2 T 3 F 4 T 5 T

Difficult words (p. 142)

- 1 The teacher should instruct the students to use the dictionary to find the meaning of the words given in the box and let the students make ten sentences of their own out of it.

Retesting grammatical structure (p. 142)

- 1 The teacher should guide the students in doing the exercise.

Vocabulary: Prefixes (p.142)

- 1 The teacher should crucially teach the students the different types of prefixes and their meanings.
- 2 The teacher should differentiate between a prefix and its root or base. Ask the students to underline the prefixes in the given words.
- 3 Get the students to memorise a wide range of prefixes and be able to form words with them. Show them adequate examples.

Grammar: Sequence of tenses: Exceptions (p.144)

- 1 Discuss the exceptions to the rules of sequence of tenses learnt in the previous unit.
- 2 Dwell on how context always determines how verb tense forms will be used in sequence (p.144).
- 3 Tell the students that some instances demand that past tense verb forms can be mixed with the progressive form as in:
My mother has been displaying her knowledge of cookery since she finished the cookery book.

Conditional forms (p.145)

- 1 Dwell extensively on:
 - a) The future conditional
 - b) Unreal conditional
 - c) Past conditional
- 2 Let the students do many exercises on the topic to solidify what they have learnt.

Writing: Speeches (pp.146-147)

- 1 Get the students to learn the art of speech writing by explaining the tips that make gurus in speech writing success such as:
 - a) Using significant ideas.
 - b) Writing as you talk.
 - c) Use of concrete words and matching examples.
 - d) Getting facts together.
 - e) Letting one's speech reflect one's personality.
 - f) Being persuasive.
 - g) Simplicity.

Literature: Figures of speech (p.148)

- 1 Explain simile and metaphor, and compare them through sentence examples.
- 2 Demonstrate to the students how a simile can be changed to a metaphor. Use real-life examples.
- 3 The teacher should also talk about hyperbole and personification.

Exercise 1 (p.148)

- 1 My love is a jar of honey.
- 2 The world is a marketplace.
- 3 David is a couch potato.
- 4 My friend's younger sister is a cat.
- 5 Laraba is a banshee.

Exercise 3 (p.149)

Instruct the students to identify the figures of speech in the short paragraph.

Unit 13

Bad conversation habits

Oral English: Sentence stress (p.150)

- 1 Briefly revise many things learnt about stress in the previous units.
- 2 Differentiate between content and grammatical or function words related to the sentence stress.
- 3 Remind the students that sentence stress means the same as emphatic stress.
- 4 Employ sentence drills to exemplify stress-attracting content words. Write the sentences on the board.
- 5 Instruct the students to write ten sentences and stress the content words for class work.
- 6 Instruct the students to interpret the meaning of the stress in given sentences.

Exercise (p.151)

Answers:

- 1 It's my BROTHER, not my sister, that bought books for me.
- 2 The farm is IN the garden, not outside.
- 3 The pen belongs to MUSA, not John.
- 4 The teacher kept his books in the BLUE basket, not the white one.
- 5 LEARN AFRICA PLC gave her an AWARD and not a gift as the best candidate in English.
- 6 Nigeria is the GIANT of Africa, not the dwarf of Africa.
- 7 My mother is the BEST cook in the world, not the worst.
- 8 Chris is a SLOW writer, not a fast one.
- 9 The writing materials are UNDER the table, not on the table.
- 10 AUDU treks with his cattle as far as the Sahara desert. (It's AUDU, not HAruna)

Comprehension: Bad conversation habits (p.152)

Answer:

- a) He or she is not listening to the conversation.
- b) It shows that you have more important things to do than listening
- c)
 - i) It makes one become impatient
 - ii) It makes one prone to the habit of interrupting
- d) Always let them know that you need to talk things out before you know where you stand on an issue
- e) Maintaining eye contact and tuning into the body language
- f)
 - i) Metaphor
 - ii) It means to be constantly dwelling on the same thing over and over/over analysing a situation.
- g) Noun clause
It is the object of the verb phrase "are signally"
- h)
 - i) discursive, digressive

- ii) opportune time, good time, moment
- iii) control, intimidate
- iv) timid, shy, withdrawn
- v) clearly, concisely, briefly
- vi) defend, corroborate, validate
- vii) plan, goal, objective

Reflect and discuss (p.153)

- 1 Ensure that the students provide answers to the questions through class discussion.

Summary writing (p.153)

- 1 Avoid the use of your mobile phone during conversations.
- 2 Endeavour to listen to others during conversations
- 3 Avoid dominating conversation.
- 4 Endeavour to give others space to air their thoughts during conversation.
- 5 Avoid interrupting others during conversations
- 6 Endeavour to perfect the use of body language during conversations.

Drawing conclusions (p.153)

- 1 F 2 T 3 F 4 F 5 T

Difficult words (pp.153-154)

- 1 Instruct the students to use their dictionaries to find out the meaning of the words in the box. And let them make ten sentences out of it on their own.

Retesting grammatical structure (p.154)

The teacher should ensure that the students answer the questions appropriately.

Vocabulary: Prefixes (p.154)

- 1 Briefly define and exemplify a prefix.
- 2 Let the students write words using the given prefixes in class.
- 3 Ask the students to identify the functions prefixes perform in given words. Give the students up to fifteen words of different types.
- 4 The teacher should dwell on prefixes that show numbers e.g.

Uni	-	one
Mono	-	one
Bi	-	two
Tri	-	three
Homo	-	same
- 5 Write some words with prefixes on the board, and tell the students to give their meanings.
- 6 Explain prefixes that are used to generate antonyms. Give copious examples and let the students form their own words from given prefixes.

- 7 Dwell on prefixes showing attitude, e.g. pro -, anti -, co -.
- 8 Ask the students to generate two sentences using given root words and their antonyms. Give the students a sample of the answer.

Grammar: Sequence of tenses: Reported speech (p.156)

- 1 Briefly revise the main course taught in the previous units on the sequence of tenses.
- 2 Define and describe the direct speech. Give copious examples. Remember to tell the students the punctuation marks used in direct speech.
- 3 Focus on reported speech using adequate sentence examples.
- 4 A critical factor in reported speech is the verb of saying. Tell the students the verbs that are used to report, especially in the past tense, e.g.
Said
Reported
Declared
Proclaimed
Commented
Asked
- 5 Change many of the sentences from direct to indirect or reported speech.
- 6 Tell the students other elements to change when writing a reported speech. Demonstrate this with sentence examples.
- 7 Guide the students on the change of modal auxiliary in reported speech.

Exercise 4 (p.159)

- | | | | | | | | | | |
|---|---|---|---|---|---|---|---|----|---|
| 1 | a | 3 | a | 5 | c | 7 | b | 9 | b |
| 2 | b | 4 | c | 6 | a | 8 | b | 10 | a |

Writing: Descriptive essays (p. 159)

- 1 Revise adequately the features of descriptive essay learnt in SS1.
- 2 Give the students typical examples of descriptive essay, e.g. My uncle's New Car, The Village Belle.
- 3 Read a typical descriptive essay given in the students' textbook aloud to illustrate the features of descriptive essays.
- 4 Ask the students some questions related to the essay read to them.
- 5 For group activity, divide the students into groups. Let each group visit the sick bay, the refectory, the principal's office, the chemistry, physics, home economics lab, or other important places. Let each group jot down important points about the places they have visited and then come up with a beautiful descriptive essay.
- 6 Give the students an assignment on a particular descriptive essay topic.

Listening comprehension (p.160)

This is a listening passage in which a subscriber or client meets an official of a telecommunication company – the public relations officer.

Answers:

- 1 George.
- 2 Glo mobile.
- 3 Pastor Young. From Delta state
- 4 The representative tried to find out if the subscriber's phone was on speaker so that he could hear clearly.
- 5 He wanted to change his caller's ring tune.
- 6 The caller requested for R-Kelly's 'I believe I can fly'.
- 7 It was granted because he had enough credit in his account.
- 8 He was pleased because he expressed gratitude to the officer.
- 9 It was courteous.
- 10 He was polite because he used polite request words like please, may I know.

Unit 14

The destructive power of anger

Oral English: Words difficult to pronounce (p.161)

- 1 Many words are difficult to pronounce in English, particularly for L2 learners; this is because some sounds that are in English do not exist at all in the mother tongue of L2 learning. Another case is the interference phenomenon. Accent that are carried over from L1 often interfere with the pronunciation of L2 words.
- 2 To tackle the problem of words that are difficult to pronounce, the teacher should research them so that students can be guided appropriately.
- 3 Use the word drill by pronouncing listed words and telling the student to imitate correctly.
- 4 The teacher should transcribe these difficult words appropriately. Many words have been listed in the students' textbook.
- 5 Using sentence drill, the teacher should instruct the students to read the given sentences aloud and take note of words to pronounce.
- 6 Group work: Divide the students into groups; then instruct them to write ten sentences, each containing one or two words difficult to pronounce. Let each group compare its work with the other group.

Comprehension: The destructive power of anger (pp.162-163)

Answer:

- a) Anger is an emotion characterised by antagonism toward someone or something you feel has deliberately done you wrong.

OR

Anger is a strong feeling of annoyance, displeasure or hostility.

- b) i) It is a major contributor to heart disease.
ii) It has psychological implications
- c) It means noticing anger when it is occurring and implementing techniques to calm it down and deal with the situation positively and healthily
- d) i) By recognising the triggers and causes of anger.
ii) By learning to start one's day with a quiet time
iii) By learning to be at peace with one's self and others.
iv) By recognising yourself and your values and living by them.
- e) He is feeling sad about his actions.
- f) i) Metaphor
ii) It compares anger to normal feeling.
- g) i) Noun clause
ii) Subject of the verb "are"
- h) i) full of promise, apt, hopeful

- ii) dislike, enmity, hostility
- iii) correctly, precisely, satisfactorily
- iv) prompts, sparks, start
- v) frenzy, flare-up, outpour

Reflect and discuss (p.164)

- 1 Ensure that the students provide answers to the questions through class discussion.

Summary writing (p.164)

- 1
 - a) One can effectively manage anger by recognising the causes of anger.
 - b) One can effectively manage anger by starting one's day with a quiet time
 - c) One can effectively manage anger by learning to be at peace with oneself and others.
 - d) One can effectively manage anger by understanding one's values and living by such values
- 2
 - a) Anger would make an angry person not to think correctly.
 - b) Anger would make an angry person act foolishly.

Pair work (p.164)

- 1 Instruct the students to follow the instructions given in their textbooks.
- 2 Ask each student to write about a scene he or she has witnessed before when he or she feels another person's anger was not justified.

Drawing conclusions (p.164)

- 1 T 2 F 3 F 4 T 5 F

Retesting figures of speech (p. 165)

- 1 Metaphor
- 2 Personification
- 3 Personification
- 4 Personification

Retesting grammatical structure (p. 165)

- 1 The teacher should ensure that the students provide answers to the questions. Guide them in doing this exercise.
- 2
 - i) Noun phrase ii) Noun clause iii) Adverbial clause iv) Adverbial clause
 - v) Noun phrase

Vocabulary: Preservative prefixes (p.165)

- 1 Briefly revise work done on prefixes generally in previous units.
- 2 Focus on preservative prefixes as described on page 165 of NCE SSS BK 2.
- 3 Give the students enough examples.

- 4 Let them pronounce the words correctly.
- 5 Let the students be exposed to more words with prefixes and ask them to transcribe and find out the meaning of the words.
- 6 Use word puzzles to make the students identify the given prefixes.
- 7 Let the students use words containing preservative prefixes in their own sentences.

Grammar: Phrasal verbs (p.166)

- 1 Phrasal verbs are groups of words that begin with verbs and are followed by a particle – an adverb or a preposition.
- 2 Define and explain phrasal verbs with copious examples. Let the students know the parts of phrasal verbs – verb and particle.
- 3 The teacher can put the verbs in one box and the particles in another. Then, the students could be instructed to combine words from each of the boxes to provide the correct phrasal verbs.
- 4 The meaning of phrasal verbs should be methodologically explained to the students.
- 5 Let the students use phrasal verbs in sentences of their own.
- 6 Let the students know that some phrasal verbs are not easy to interpret because their meanings are idiomatic or fixed.

Exercise 2 (p.169)

- 1 Head for
- 2 Iron out
- 3 Pull down
- 4 Lay down
- 5 Sort out
- 6 Abide by
- 7 Sort out
- 8 End up
- 9 Dragged on
- 10 Point out

Multiple-choice questions (pp.170-171)

- 1 C
- 2 B
- 3 A
- 4 B
- 5 A
- 6 B
- 7 A
- 8 C
- 9 A

Writing: Description essays (p. 171)

Let the students know that a crucial aspect of writing a descriptive essay is the creation of vivid pictures with words and the organisation of the pictures into effective and meaningful patterns in paragraphs.

- 1 Draw a chart to show the guidelines that students must follow when writing a descriptive essay (p.171).
- 2 Students love to imitate models. Read a model descriptive essay to the students in class and exemplify the features of a descriptive writing, using the essay.
- 3 For class work, tell the students to write a descriptive essay on any landmark in the city which they have visited during an excursion.
- 4 Project: The students should be instructed to write a descriptive essay on their hostel or 'the school's kitchen'.

Unit 15

The unafraid lover

Oral English: Effective speech delivery [p.173]

- 1 The teacher should exemplify the following requirements for effective speech delivery.
 - a) Adequate knowledge of your speech.
 - b) Sufficient practice.
 - c) Speak loudly and clearly.
 - d) Maintain good eye contact.
 - e) Good use of gesture.
 - f) Enthusiasm.
- 2 The following features or format of a speech should also be emphasised:
 - a) Heading or type of speech.
 - b) Identification data.
 - c) Salutation.
 - d) Body.
 - e) Signation/ full name/ designation.
- 3 Let the students read a model speech in class, paying attention to all the above formal features.

Comprehension: The unafraid lover (p.176-177)

Answers

- a)
 - i) The Queen
 - ii) Sorais is Nylephta's sister.
- b) She wore a shining shirt of mail and carried a silver spear in her hand.
- c) Because the country is almost at war.
- d)
 - i) She put a golden band around his neck, kissed him on the forehead and called him 'dear lord'.
 - ii) Ashamed and humiliated
- e)
 - i) Because Curtis was a foreigner
 - ii) Her hand, her throne and all she had
- f)
 - i) Rhetorical question
 - ii) It means she does not deserve to love or choose a lover
- g)
 - i) Adverbial clause (of condition)
 - ii) Qualifies the verb phrase 'would have done'
- h)
 - i) going on, carrying on, continuing
 - ii) a rarely, an uncommonly, a remarkably
 - iii) group, band, crowd
 - iv) sufficient, adequate, satisfactory
 - v) shouted, called out, roared

- vi) demand, query, inquiry
- vii) passionately, excitedly, enthusiastically

Reflect and discuss (p.177)

- 1 Ensure that the students provide answers to the questions through class discussion.

Summary questions (p.177)

- 1 The attributes of Curtis that endeared him to Nyleptha are:
 - a) Curtis is a great lord.
 - b) Curtis is stronger than any of the people around.
 - c) Curtis is more attractive and pleasing than others she had seen.
 - d) Curtis has more wisdom and knowledge of strange things than others.
- 2 What Nyleptha would give the man she loved are:
 - a) She would give him her throne and all she had.
 - b) She would marry him/she would give him her love.

Pair work (p. 178)

- 1 Instruct the students to follow the guides in their textbooks.
- 2 Let them discuss what they have written with their partners.

Drawing conclusions (p.178)

- 1 T 2 T 3 T 4 T 5 T

Difficult words (p.178)

- 1 Instruct the students to use dictionaries to check the meaning of the words in the box. Let them use ten of those words to form sentences of their own.

Retesting grammatical structure (p.178)

- 1 The teacher should guide the students in doing this exercise.

Vocabulary: Word root (p.179)

- 1 One of the most potent ways of building one’s vocabulary stock is the knowledge of word roots.
- 2 Explain the meaning of root or base to the students. Use copious examples.
- 3 Let the students study the given words in groups having prefixes, roots, and suffixes, e.g.

Prefix	Root	Suffix
un -	predict	- able
it -	legal	- ly
dis -	appoint	- ment

- 4 Explain the meaning of affixes (prefixed and suffixed) that are attached to root words (p.179 – 181) and let them study these affixes deeply.

Exercise 1 (pp.181-182)

- 1 Excavate – to dig out heap.
- 2 Dyslexia – inability to handle words.
- 3 Donor – someone who gives something out.
- 4 Cumulative – gradually building up.
- 5 Contemporary – of the same period as others.
- 6 Egomania – excessive preoccupation with oneself.
- 7 Hepatitis – inflammation of the liver.
- 8 Hyperactive – very restless.
- 9 Alexia – loss of the ability to read.
- 10 Orthography – the correct way of writing.

Exercise 2 (p.182)

- 1 Cardiac
- 2 Biography
- 3 Geology
- 4 Orthodox
- 5 Invisible
- 6 Vocation
- 7 Manuscript
- 8 Autograph
- 9 Dictation
- 10 Pending.

Grammar: Phrasal verbs with more than one particle (p.182)

- 1 Revise phrasal verbs with one particle with students to refresh their memory.
- 2 Describe the category of phrasal verbs that cannot be split, e.g. grow up.
- 3 Give the students copious examples of phrasal verbs with more than one particle with sentence examples (p.183).

Exercise 1 (p.184)

- 1 Down on
- 2 Up to
- 3 In on
- 4 Out with
- 5 Down on
- 6 Up with
- 7 Up to
- 8 Up on
- 9 Away from
- 10 In for

Writing: Creative writing (p.187)

- 1 The teacher should briefly recapitulate the essential features of creative writing taught at the SSS 1 class.
- 2 Instruct the students to read extensively so as to boost their creative or imaginative power.
- 3 In group activity, divide the students into groups. In each group, members should share ideas on how to develop the following sentence into an interesting story.
“One good turn deserves another.”
- 4 The teacher should explain the meaning of the saying to the students.
- 5 Explain the tips on creative writing on page 187 to the students with suitable real life examples.

Listening comprehension (p.188)**Answers:**

- 1 Yes. Because the kind of questions he asks shows he knows the problems of education, which only a teacher could know.
- 2 People with HND Engineering teach Mathematics, and a trained lawyer teaches English.
- 3 There is no zeal in the students.
- 4 The students in the past were very ambitious, while those of nowadays are not zealous, and less ambitious.
- 5 Teachers, mercenaries, students.
- 6 Improving the falling standard of education.
- 7 As much as their counterparts in the oil industry.
- 8
 - a) involvement of teachers in the formation of curriculum.
 - b) change in reading culture.
 - c) motivation of teachers through salaries.
- 9
 - a) provision of more classrooms.
 - b) building of more schools
 - c) provision of furniture for the teachers and the students.
- 10
 - a) The Lagos state government has changed the face of education.
 - b) The Lagos state government has built new classrooms for students.
 - c) The Lagos state government has helped to provide free textbooks for students.

Unit 16

The treasure

Oral English: Speaking to persuade (p.189)

- 1 This aspect deals with persuasive speech. The essence here is to teach the students the fundamental ingredients of winning the minds of listeners through speech. In making listeners or an audience decides to do something through speech, an information endeavour is required. However, the following factors should be emphasised, and the teacher should discuss them extensively and interactively with the students:
 - a) Speaker's intention – Is it to change minds or action, or increase knowledge?
 - b) Purpose of the message – Is it to define, describe, explain, compare, shape, or change the audience's response?
 - c) Effect on listeners – Is it to know more, feel, think or act differently?
 - d) Audience's choice – Is it to willingly learn new knowledge or choose to change behaviour?
- 2 The teacher should guide the students to read persuasive speech sample. The students should be told to take note of the salient features of the speech.

Comprehension: The treasure (pp.192–193)

- a) Because there were few number of workmen.
- b) The collection had currency from many countries and had all the kings of Europe for the last 100 years on them.
- c) Her refers to the ship – The Hispaniola.
- d) The pirates.
- e) The pirates were drunk.
- f)
 - i) Simile
 - ii) Because of the use of like.
- g)
 - i) Adverbial clause (of time)
 - ii) Qualifies the verbs 'found'
- h)
 - i) job, duty, assignment
 - ii) assault, violence, strike
 - iii) tired, exhausted, fatigued
 - iv) instructions, directions, commands
 - v) coast, beach, seaboard
 - vi) journey, travels, trek
 - vii) character, temperament, disposition

Reflect and discuss (p. 194)

- 1 Ensure that the students provide adequate answers to the questions provided in their textbooks.

Summary questions (p.194)

The experience of the narrator in this passage can be summarised thus:

- 1 The narrator and a few men moved a huge quantity of gold to the Hispaniola.
- 2 The narrator was given the duty of packing money into bread bags.
- 3 The money packed by the narrator was from all parts of Europe.
- 4 The narrator, the captain and a few men travelled on the Hispaniola to South America.
- 5 The treasure was shared, but the experience on the island was nightmarish to the narrator.

Drawing conclusions (p.194)

- 1 T 2 T 3 T 4 T 5 F

Difficult words (p.194)

- 1 Instruct the students to make use of the dictionary to provide the meanings of the words in the box, and let them use it to make ten sentences of their own.

Retesting grammatical structures (p.195)

The teacher should guide the students in doing the exercises.

Reading tips (p.195)

Follow the instructions given in the textbook.

Vocabulary: Suffixes (p.195)

- 1 Suffixes are affixes added to the end of a word to form another word.
- 2 Define suffixes to the students with proper and copious examples. The meaning and word example of each suffix should be clearly emphasised.

Exercise 1 (p.198-199)

- 1 Inhabitant
- 2 Organisation
- 3 Sailor
- 4 Acquiescent
- 5 Falsehood
- 6 Youngster
- 7 Greedy
- 8 Motherly
- 9 Fruition
- 10 Moralise
- 11 Remittance
- 12 Brewery
- 13 Representative
- 14 Pretentiousness
- 15 Contemptuous
- 16 Informant

- 17 Laughter
- 18 Dereliction
- 19 Liquefaction
- 20 Harassment

Exercise 2 (p.196)

- | | | | |
|---|------------|----|----------|
| 1 | Officious | 2 | Richness |
| 3 | Ecology | 4 | Fruitful |
| 5 | Terrific | 6 | Simplify |
| 7 | Government | 8 | Freedom |
| 9 | Addressee | 10 | Useless |

Grammar: Adjuncts (p.196)

- 1 The teacher should define adjuncts in two different ways and explain their types in written and spoken sentence examples.
- 2 Emphasise the function of adjuncts in sentences. Use many sentences to illustrate how adjuncts:
 - a) Tell how an activity or event happened.
 - b) Indicate when an event occurred.
 - c) Indicate where something happened.
- 3 Give the students various sentence examples and tell them to identify the adjuncts in them.
- 4 Ask the students to provide the correct adjuncts to complete the blank spaces.
- 5 Explain thoroughly to the students how adjuncts are formed. Illustrate this appropriately with diagrams or pictures.
- 6 Give the students a list of adjuncts and instruct them to use them in their own sentences.
- 7 Distinguish between adjuncts and adverbials using sentence examples.

Exercise 6 (pp.198-199)

- 1 When he was around
- 2 Because he had an injury
- 3 In the box
- 4 In order to write chemistry notes
- 5 While I was going to the market

Exercise 7 (p. 199)

- 1 Adjunct
- 2 Adverbial
- 3 Adjunct
- 4 Adjunct
- 5 Adverbial
- 6 Adjunct
- 7 Adverbial

- 8 Adjunct
- 9 Adverbial
- 10 Adverbial

Writing: Creative writing (p.199)

- 1 Tell the students that creative writing can be in prose, poetry or drama.
- 2 Explain briefly the rudiments of prose writing – direct, straightforward arrangement in paragraph telling a story.
- 3 Briefly explain the elements of drama to the students.
- 4 The teacher should spend considerable time explaining and exemplifying literary terms such as theme, plot, characterisation, mood, tone and setting.
- 5 The teacher should dwell on figures of speech and the significance in creative writing.
- 6 The teacher should endeavour to use real texts or popular literature books to illustrate the terms mentioned above.
- 7 Ask the students to differentiate between plot and setting, character and characterisation, and theme and time.

Literature: Poetry (p. 201)

What is a poem? (p.201)

- 1 The teacher should define poems and explain the different types of poems clearly to the students, with examples from classical and modern poems.
- 2 Poetic terms or devices should be used to explain to the students as in their textbooks.
- 3 Instruct the students to write a short poem of their own.

Unit 17

Chimere in search of her roots

Oral English (p. 203)

Persuasive speech

- 1 Briefly revise what was learnt in the previous unit about persuasive speech.
- 2 Dwell properly on the aspect of speaking in persuasive speech by making the students grasp the significance of:
 - a) Length – time consciousness.
 - b) Audience – know your audience.
 - c) Tone – degree of formality to suit the context.
 - d) Rhythm – repetition of words and phrases to make a memorable speech.
 - e) Factuality – use facts and statistics, not fiction, to appeal to the audience.
- 3 Divide the students into groups. Instruct each group to prepare a persuasive speech for a specific audience – parents, young children, teachers, students or workers. Let the representative of each group present the speech to the class under the teacher's guidance.

Comprehension: Chimere in search of her roots (pp. 205–206)

- a) To trace her father.
- b) To have a good view of the places the bus would pass through.
- c) No. “Chimere became tormented by doubts about her mission, but she soon realised it was too late to reconsider or go back on it.”
- d) She was shy. She was, however wrong.
- e) Umeze is comprised of many villages.
- f)
 - i) Personification
 - ii) To lose hope and begin to feel sad.
- g)
 - i) Adverbial clause (of reason)
 - ii) Qualifies the verb ‘chose’.
- h)
 - i) bothered, troubled, annoyed
 - ii) understood, became conscious, comprehended
 - iii) precisely, accurately, correctly
 - iv) suitable, fitting, useful
 - v) confessed, acknowledged, disclosed
 - vi) choice, decision, alternative
 - vii) mission, search, hunt

Reflect and discuss (p. 207)

- 1 Ensure that the students answer the questions adequately during class discussion.

Summary writing (p.207)

The three things that Chimere did that showed that she was not a careful person are:

- 1 She did not disclose her mission to the driver early enough.
- 2 She alighted at a place in the town that she was not sure will help her mission.
- 3 She did not know anywhere in the town before travelling to it.

Pair work (p. 207)

- 1 Instruct the students to follow the instructions given in their textbooks.
- 2 Let them use this activity to rate themselves with their pairs during class discussion.

Drawing conclusions (p.207)

- 1 F 2 F 3 F 4 F 5 F

Difficult words (p. 207)

- 1 Let them use their dictionaries to find out the meaning of the words in the box. And let them make ten sentences on their own.

Vocabulary: Suffixes (p.208)

- 1 Briefly recapitulate what the students have been taught in the previous units on suffixes.
- 2 Focus on inflectional suffixes that carry grammatical information. Use a lot of word and sentence examples.
- 3 Emphasise the functions of inflectional suffixes as outlined in the students' textbooks.
- 4 Discuss derivational suffixes with the students, using the copious examples in their textbooks (p.208). Tell the students to pay attention to the word classes of newly formed words.

Grammar: Complex sentences (p. 210)

- 1 Define and explain simple sentence. Write examples on the board.
- 2 Describe a complex sentence as a combination of dependent and independent clauses.
- 3 Exemplify dependent and independent clauses and the conjunction used in joining them.
- 4 Instruct the students to differentiate between dependent (subordinate) and independent (main) clauses by giving them many sentences to analyse.
- 5 The students should be able to identify most subordinating conjunctions when they see them. Hence, the teacher should give the students a comprehensive list of subordinating conjunctions and their functions in sentences.
- 6 The students should be asked to form complex sentences, using the given subordinating conjunctions.
- 7 The teacher should explore the opportunities given in the exercise in the students' textbook.

Writing: Creative writing (p.214)

- 1 Briefly discuss what was learnt in the previous units about creative writing.
- 2 Focus on figures of speech. Use the students' textbook as guide. The teacher should make sure each student can recognise and use individual figures of speech.

- 3 Give the students a short passage or a series of sentences and ask them to identify the figures of speech used in the text or sentences.

Literature: Structure of poems: Sonnets (p.216)

- 1 Define the sonnet. Give examples.
- 2 Differentiate between Petrarchan and Shakespearean sonnets. Give ample examples of each.
- 3 The teacher should endeavour to read out at least two sonnets of the two types to the students in class and write them on the board for the students to see.

Unit 18

Covid-19 and lockdown in Nigeria

Oral English: Making a toast (p.218)

- 1 The teacher should define a toast and clearly state its purpose in social relations. Cite occasions where toasts are used.
- 2 The teacher should highlight the steps for making a toast, e.g. writing the toast, making notes, practice, etc.
- 3 The teacher should read out a toast sample to the students.
- 4 The teacher can go further by practically demonstrating a toast in class or encouraging the students to attend occasions where toasts are made.

Comprehension: Covid-19 and lockdown in Nigeria (pp.220–221)

Answer

- a)
 - i) Yes it is
 - ii) It is a result of the spread that brought about the restrictions of movement in different areas and states.
- b) Ogun state was included in the lockdown because of the closeness (proximity it shares with Lagos)
- c) The NCDC helps to identify cases of Covid-19 and also does not contact or trace people who have been in contact with Covid-19 victims.
- d) They were instructed to stay in the confines of their homes and vicinities during the restriction period.
- e) The measures were not strange because other countries had far stricter rules to follow, and this involves life and death.
- f)
 - i) Metaphor
 - ii) It is an enemy of all by nature
- g)
 - i) Adverbial phrase
 - ii) It modifies the verb "risen".
- h)
 - i) verified, established, authenticated
 - ii) needed, required, essential
 - iii) now, at the moment, presently
 - iv) suspension, pause, stoppage
 - v) nearness, closeness, relation
 - vi) informed, alerted, told
 - vii) organisations, institutions, companies
 - viii) observed, watched, kept, under observation

Reflect and discuss (p.222)

- 1 Ensure that the students provide answers to the questions in their textbooks. And this should be done orally.

Summary writing (p.222)

- 1 The order of stay-at-home did not affect the medical personnels.
- 2 The order of stay-at-home did not affect the security personnels.
- 3 The order of stay-at-home did not affect the telecommunication and media workers.
- 4 The order of stay-at-home did not affect humanitarian aid workers.

Pair work (p.222)

- 1 Instruct the students to discuss with their partners the issue of Covid-19 and the lockdown in Nigeria.
- 2 Let it be a conversational class whereby everybody must participate.
- 3 Also, ensure that the students point out how staying at home was difficult during the lockdown.

Drawing conclusions

- 1 F 2 F 3 T 4 F 5 T

Difficult words (p.223)

- 1 Instruct the students not just to check the dictionary for the meaning of the words in the box but also to make sentences of their own out of the words given.

Vocabulary: Using the dictionary (p.223)

- 1 The teacher should talk at length about the purpose and value of the dictionary.
- 2 Explain what the dictionary contains in detail.
- 3 Let the students demonstrate practical knowledge of how to use the dictionary. Ask them to use their dictionaries to copy all entries on given words.
- 4 Ask them to use the dictionary to explain given abbreviations.
- 5 Tell the students to complete the given table with the meaning, synonym and antonym of given words (p. 224).

Grammar: Complex sentences (p. 224)

- 1 Briefly revise the lessons learnt in the previous unit on complex sentences.
- 2 Focus on noun clauses and their functions.

Exercise 4 (p. 225)

- 1 We did not know that Kemi could dance.
Object of the verb phrase 'did not know'.
- 2 That my father came for the jamboree was a surprise.
Subject of the verb 'was'.
- 3 What you saw and what Titi saw were two different things.
Subject of the verb 'were'.
- 4 Bilikis swore that she did not use profane words.
Object of the verb 'swore'.
- 5 Irene was told that Deinde would not come for the ceremony.
Object of the verb phrase 'was told'.

- 6 What they did was amazing.
7 That Bola cheated is still a surprise.
Subject of the verb 'is'.
8 Did they know that Nnamdi gave him the money?
Object of the verb 'know'.
9 I saw how you ignored her.
Object of the verb 'saw'.
10 Amodu informed us that the milk had expired.
Object of the verb 'informed'.

Writing: Technical/scientific writing (p.226)

- 1 Define technical/ scientific writing with proper examples.
2 The teacher should take time to explain the following features of technical/ scientific writing:
Accuracy
Consistency
Clarity
Brevity.
3 Explain the writing strategies involved in technical/ scientific writing.
4 Read a sample of a scientific writing in class and explain the features.
5 Let the students write a scientific report on a given topic.
6 Let the students write an experimental process of a scientific phenomenon. Give them the format.

Listening comprehension (p.228)

- 1 Narrative composition.
2 Because he remembered some games he used to play as a child, which he thought was childish now that he was an adult.
3 a) He has just passed the first school leaving certificate examination with distinction.
b) He had just been awarded a scholarship.
c) He has passed the common entrance examination.
4 a) Two plastic buckets.
b) A towel.
5 She would use Solomon's savings.
6 With joy and excitement, they gathered at his father's compound to congratulate him and his father.
7 a) It means that one can easily assess anything of good quality by looking at it properly. This means seeing Solomon's success shows him to be a promising child.
b) This means that Solomon has demonstrated that he would make great progress in life through his excellent performance in gaining admission to a secondary school. It also means Solomon has reflected the excellent quality of his father in him.
8 Mazi Ogbuefi entertained them with palm wine and kolanuts.
9 They sang and danced.
10 The children gathered to watch the women who were singing and dancing.

Unit 19

The end of the story

Oral English: Debate (pp. 229-230)

- 1 The teacher should explain, with appropriate illustration, the requirements of a good debate (pp.229-230).
- 2 The teacher should be practical. A class debate could be organised with representatives of groups in class, coming out to support or oppose a specific motion.
- 3 The teacher could read out a model argumentative essay fit for a debate to the students and use it to explain the features of a debate.

Reading: Identifying sentence purpose (p. 231)

The teacher should explain the different purposes of a sentence – declarative, interrogative, imperative and exclamatory. This should be done with adequate written and spoken examples.

Exercise (p.231)

- 1 Exclamatory
- 2 Imperative
- 3 Declarative
- 4 Interrogative
- 5 Exclamatory
- 6 Interrogative
- 7 Exclamatory
- 8 Declarative
- 9 Interrogative
- 10 Imperative

Comprehension: The end of the story (p.232-233)

Answers

- a) That Fagin should be hanged to death.
- b) They were hanged.
- c) Time runs very fast.
- d) His hair hung down, his beard was torn and twisted, and his eyes shown with a horrible light.
- e) Oliver
- f) Simile
- g)
 - i) Noun phrase
 - ii) Subject of the verb 'brought'
- h)
 - i) ideas, notions, beliefs
 - ii) invocations, supplications, devotions
 - iii) went down, crashed, fell
 - iv) dreadful, terrifying, frightful

- v) out of shape, bent, crooked

Reflect and discuss (p.233)

- 1 The teacher should ensure that the students provide correct answers to the questions and this should be done orally.

Summary questions (p.233)

Fagin's actions that showed him as an unrepentant criminal are:

- 1 Fagin laughed at criminals who were hanged before him.
- 2 Many criminals had been hanged because of Fagin.
- 3 Fagin rebuked those who had come to pray for him while in prison.
- 4 Fagin lied to Mr. Brownlow even in the last minutes of his life.
- 5 Fagin rejected prayers from Oliver and the officers in the last minutes of his life.

Drawing conclusions (p.234)

- 1 T 2 T 3 F 4 F 5 F

Difficult words (p.234)

- 1 Instruct the students to check the meaning of the words in the box in their dictionaries, and provide ten sentences on their own.

Retesting grammatical structure (p.234)

- 1 Ensure that the students answer the questions in their textbooks adequately. This should be done orally.

Vocabulary: Improving your vocabulary (p.234)

- 1 Impress the significance of having a good stock of vocabulary on the students.
- 2 Describe and exemplify how the students can improve their vocabulary. (p.234)

Exercise 1 (p.234)

- 1 A
- 2 A
- 3 X
- 4 X
- 5 A
- 6 X
- 7 X
- 8 S
- 9 S
- 10 S
- 11 A
- 12 S
- 13 S
- 14 S
- 15 S

- 16 A
- 17 A
- 18 A
- 19 S
- 20 S

Exercise 2 (p.235)

- 1 unpleasant or cruel talk about someone who is not present.
- 2 someone who robs people, especially one of a group of people who attack travellers.
- 3 unable to pay your debts.
- 4 to shout in a loud, unpleasant voice.
- 5 to cause a lot of problems and difficulties for someone or something.
- 6 always wanting to fight or argue.
- 7 very unfriendly and unpleasant.
- 8 someone who gives money for a good purpose.
- 9 a small mark, especially on someone's skin or on the surface of an object, that spoils its appearance.
- 10 the quality of expressing something in very few words.

Grammar: Complex sentences (p.236)

- 1 Revise what has been taught in the previous units briefly. Ask the students questions to avoid immediate recall.
- 2 Focus on the functions of adverbial clauses and the different subordinating conjunctions.
- 3 Ask the students to identify the adverbial clauses in given complex sentences and their subordinators.
- 4 Divide the students into pairs, and let them complete the given blanks by adding the correct adverbial clauses as indicated on the board.
- 5 Tell the students to change the adverbial clauses to adverbs or adverbial phrases.
- 6 Instruct the students to underline the adverbial clauses in given paragraphs or passages and state what kind each of them is and its function.

Writing: Record-keeping (p. 239)

- 1 Define and explain record-keeping with examples.
- 2 Explain to the students the kind of records that are kept.
- 3 Emphasise the reasons for keeping records.
- 4 Let the students engage in group activity. Instruct them to look at some class records, such as the class register, grade book, and timetable, and let them make brief notes on each.

Literature: Culture festivals (p.240)

- 1 Explore the material in the students' textbook fully on this topic.
- 2 The students should be able to describe either orally or in writing the significant festivals in their states or in Nigeria, e.g. the Durbar Festival, the New Yam Festival, the Osun Festival.